



Second Session - Thirty-Fifth Legislature  
of the  
**Legislative Assembly of Manitoba**

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**DEBATES  
and  
PROCEEDINGS  
(HANSARD)**

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**MANITOBA LEGISLATIVE ASSEMBLY**  
**Thirty-Fifth Legislature**

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## LEGISLATIVE ASSEMBLY OF MANITOBA

Monday, May 13, 1991

The House met at 8 p.m.

### CONCURRENT COMMITTEES OF SUPPLY SUPPLY—CULTURE, HERITAGE AND CITIZENSHIP

**Mr. Deputy Chairman (Marcel Laurendeau):** Will the Committee of Supply please come to order. This evening this section of the Committee of Supply, meeting in Room 255, will resume consideration of the Estimates of the Department of Culture, Heritage and Citizenship.

When the committee last sat, it had been considering item 4. Citizenship (c) Adult ESL Programs: (1) Salaries, \$301,600, on page 33 of the Estimates book and on pages 64 and 65 of the Supplementary Estimates Information book. Shall the item pass? -(interjection)- Well, it was worth a try.

**Ms. Marianne Cerilli (Radisson):** Mr. Deputy Chairperson, we are considering the changes in the English as a Second Language programming in the province. I would like the minister to begin by commenting on why the programs were separated as they were with the Winnipeg School Division and school divisions being put under Culture and Heritage, and the programs funded through Red River remaining in Education?

**Hon. Bonnie Mitchelson (Minister of Culture, Heritage and Citizenship):** Mr. Deputy Chairperson, I believe that I have answered that on several occasions in the past. There was a desire to combine services for new immigrants under a specialized Citizenship branch within the Department of Culture, Heritage and Citizenship. That was to provide for programming to new immigrants which we felt could be done in a more co-ordinated fashion.

The Department of Education has statutory responsibility for Red River Community College, and that would remain with the Department of Education for specialized Adult ESL programming. The generic Adult ESL programming was transferred to our department so that we could better co-ordinate those services.

**Ms. Cerilli:** I guess I fail to see how it is being co-ordinated when it is separated.

**Mrs. Mitchelson:** ESL programming is only one component of adaptation to Manitoba society by adults that come to this country. Some immigrants that come do not have any problem with the English language. It is one component of adapting to Manitoba society besides all the programs that are available through Immigration and Settlement, through access services in that regard, and also multiculturalism which is a part of my portfolio and responsibility. All of those things have been combined.

\*(2005)

As I indicated, the program at Red River Community College is a specialized program. The program at Winnipeg School Division No. 1 is a generic ESL programming for all those adults who require some form of ESL training. We may have split up the responsibility for ESL programming but, in fact, we have co-ordinated within my department the ability to look after more than just the one need of those adults who immigrate to Canada.

**Ms. Cerilli:** Can the minister clarify what the term "generic ESL" means?

**Mrs. Mitchelson:** That is English as a Second Language training for those immigrants who have to adapt to a new country, to a new society, that is not specifically labour force driven, or they are not taking special programming that will equip them to adapt to a specialized profession.

**Ms. Cerilli:** Is there a difference in the classification of immigrants who are taking the programs at Red River as compared to the programs at Winnipeg No. 1?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, the programming at Winnipeg School Division No. 1 is mostly for government sponsored refugees and also for those who may have been in the country for a number of years who have never learned the English language, have never used the opportunity and might, after the fact, want to go back and obtain some ESL training to better equip them to live in Manitoba society.

Red River Community College is specifically labour market driven, so that those who are trying to adapt to the work force through the labour force—and it is specialized training in specific areas.

**Ms. Cerilli:** So the people taking the program at Red River were all nongovernment sponsored, or was there a mix of private agencies sponsoring them?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, I am informed that there was an open intake, but, in fact, what is happening at Red River Community College now is that it is going to be specific to labour market needs. All of the other ESL training will be done through Winnipeg School Division No. 1 and the other school divisions throughout the province. - (interjection) -

**Mr. Deputy Chairman:** Order, please. I would like to hear the questioning that is being brought forward.

**Ms. Cerilli:** I understand that the programming at Red River is more specific than in nature to address—I know in the past there have been programs for single immigrant women who are parents, as well as some workplace programs. What I am trying to get a handle on is if there are differences in the sponsorship of immigrants, if there are any regulations that stream, if you will, the immigrants into either program,

**Mrs. Mitchelson:** Mr. Deputy Chairperson, there are no regulations. It is based on individual need.

**Ms. Cerilli:** Can the minister provide some numbers as to the number of government sponsored immigrants as compared to other agency sponsored immigrants in the Red River program and the Winnipeg 1 program?

**Mrs. Mitchelson:** There is no reliable information, because immigrants who are taking ESL programming are not asked to declare, and it would make some of them very nervous and uncomfortable to have to declare.

**Ms. Cerilli:** As I understand it, there are some problems with the numbers of people who are going to be now on waiting lists and if there is a regulation with the Winnipeg 1 programs that they are government sponsored—is that correct?

\* (2010)

**Mrs. Mitchelson:** Mr. Deputy Chairperson, at Winnipeg School Division No. 1 there are government sponsored, but there are also all other

classes of immigrants who are wanting ESL training. Basically anyone, from those who have just arrived in Manitoba to those who have been here for several years who have never taken ESL programming before and now have a desire to take training, can apply to Winnipeg No. 1, and they all have equal opportunity to access the program.

**Ms. Cerilli:** Perhaps to clarify then, can the minister give a breakdown of the number of government sponsored versus the other categories that were in the province?

**Mrs. Mitchelson:** As I indicated earlier, those kinds of questions are not asked. Anyone that comes forward who has difficulty speaking English and wants to receive ESL training is put on the list and does in fact receive that training. Those figures are not available, and Winnipeg School Division No. 1 has never asked those questions. They have never been screened in that manner.

**Ms. Cerilli:** I am not speaking just in terms of the programs in ESL, but overall numbers.

**Mrs. Mitchelson:** What you are asking for is the number of immigrants per year who come to Manitoba and what classes they are?

**Ms. Cerilli:** That is right.

**Mrs. Mitchelson:** I believe we gave that information last time, but we will provide that again.

I just want to indicate that these are all the refugees who came. These are not all adults. I mean, they are the total number of refugees who came to Manitoba in 1990: Family class, 2,190; refugee class, 2,340 and independent class, 2,096.

**Ms. Cerilli:** That is not the question I am asking. I am actually asking specifically the sponsoring agencies.

**Mrs. Mitchelson:** Mr. Deputy Chairperson, that is a federal responsibility, and we do not have a breakdown of those numbers.

**Ms. Cerilli:** Is that in this immigration information bulletin?

**Mrs. Mitchelson:** The only breakdown we have is government sponsored refugees versus privately sponsored refugees, but not specific organizations and the numbers that each organization sponsors.

**Ms. Cerilli:** Those are the numbers that I am looking for, that comparison.

**Mrs. Mitchelson:** In 1990, privately sponsored refugees were 1,260 and government sponsored, 1,080 -(interjection)- and those are refugees.

\*(2015)

**Ms. CerIII:** Can the minister clarify the way that the seats are purchased? I was surprised to find out with this Winnipeg School Division program that there is a negotiation between the federal government and the provincial government as to purchasing the seats. How much are the seats—how that whole process works?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, my understanding is that we are still in negotiations with Winnipeg School Division No. 1 on the purchase of seats. The federal government will now put their money directly into Winnipeg School Division No. 1. In previous years they flowed it through the provincial government. What they did, in fact, was give us the money and we passed it through to Winnipeg School Division No. 1. The federal government this year has determined that they are going to give their money directly to Winnipeg School Division No. 1, and they have the ability to do that, so they are still in negotiations with Winnipeg School Division No. 1 for the price.

**Ms. CerIII:** Does the minister have an understanding of the reasons for that change?

**Mrs. Mitchelson:** Just as the federal government, two years ago, decided to cancel the CILT program and put their money through CEIC, this year they are determining that they are going to directly fund the Winnipeg School Division No. 1. As I said, we have no control over what the federal government determines they are going to do with their money for ESL programming, so I do not know the justification. They believe that they want to purchase the seats directly from Winnipeg School Division No. 1, and I guess that is their prerogative and all we can do is continue our funding through Winnipeg School Division No. 1, and they will have to accept responsibility.

**Ms. CerIII:** But the provincial government is also changing its funding or its purchasing of seats in Division No. 1? It seems like now that is where the provincial money is going as well.

**Mrs. Mitchelson:** We have made a decision that there is quality education through Winnipeg School Division No. 1 at the least costly price for the purchase of ESL programming, and we have placed a priority there.

**Ms. CerIII:** So what about the programs that were offered, the more specialized programs, as the minister refers to them, that were offered through Red River. Are those going to be offered?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, those are a function of the Department of Education, and the Minister of Education (Mr. Derkach) would be able to indicate what type of programming will be done at Red River Community College. I have the responsibility for Winnipeg School Division No. 1. We have enhanced our funding in Winnipeg School Division No. 1, and I am pleased to say that we are running a quality program with good standards through Winnipeg No. 1.

**Ms. CerIII:** I will get to the funding issue in a moment. I still want to try and clarify, does the minister have an understanding of where the negotiations between the school division and the federal government are? How will that affect provincial funding?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, my understanding is that we are getting fairly close. Officials within my department have been meeting with officials in Winnipeg School Division No. 1. What we want to ensure is that our dollars are used to provide good standards of ESL programming. What we want to ensure between our provincial government and Winnipeg School Division No. 1 is that we can agree on the standards and we can ensure that the federal dollars that are going into Winnipeg No. 1 are going to ensure the same standards.

**Ms. CerIII:** Who is involved in those negotiations?

\*(2020)

**Mrs. Mitchelson:** It is the director of programming at Winnipeg School Division No. 1 plus the director of ESL in the province and then at the deputy minister level with the superintendent of schools for Winnipeg School Division No. 1.

**Ms. CerIII:** So to clarify, the provincial government's representative is from the Department of Education?

**Mrs. Mitchelson:** Now the Citizenship branch.

**Ms. CerIII:** What is the total number of seats in the Winnipeg No. 1 program?

**Mrs. Mitchelson:** It is roughly 4,000.

**Ms. CerIII:** How many of those will be purchased by the province?

**Mrs. Mitchelson:** Roughly about 65 percent of the seats.

**Ms. CerlIII:** That is for this coming year?

**Mrs. Mitchelson:** Yes.

**Ms. CerlIII:** What was the percentage purchased last year?

**Mrs. Mitchelson:** Roughly about 50 percent.

**Ms. CerlIII:** So the percentage of seats purchased by the provincial government has increased in Winnipeg School Division No. 1, while the program at Red River has been eliminated, or cut back, I should say?

**Mrs. Mitchelson:** The program at Red River Community College has not been eliminated. In fact, I have indicated that we have placed a priority on Winnipeg School Division No. 1, as a provincial government.

**Ms. CerlIII:** Are there plans to expand the program with Winnipeg School Division No. 1?

\*(2025)

**Mrs. Mitchelson:** Well, Mr. Deputy Chairperson, I indicated earlier that the federal government has made a commitment to Manitoba of some \$500,000 of additional funding for adult ESL training. If the federal government put that money into Winnipeg School Division No. 1, we would certainly see a major increase there, but they have not indicated to us, as yet, where they are going to put that money. They seem to be putting less of a priority on institutionally based ESL training. We have not been able to determine from the federal government to date—and we are actively pursuing—a sense of where and what they are going to do with that money.

**Ms. CerlIII:** The minister had mentioned earlier about agreeing on standards for the program at Winnipeg No. 1, and I understand that the staff who are teaching that program—there is a contract agreement between the school division and the staff. I am wondering if the minister can assure us that there will remain a standard that qualified teachers will be required to teach those courses?

**Mrs. Mitchelson:** The standards will not be changed in any way.

**Ms. CerlIII:** The minister has mentioned a number of times that there has been an increase in the funding to the programs at the Winnipeg School Division. Can the minister explain how much

money transferred to the new branch from the Department of Education?

**Mrs. Mitchelson:** \$1,590,000.

**Ms. CerlIII:** How would the minister show the increase? I have heard the figure 4 percent and the dollar of \$200,000.

**Mrs. Mitchelson:** If we can go back again and talk about what happened. Last year, being an exceptional year, we, as a province, did pick up some of the federal portion of ESL funding and indicated it would be on a one-year basis, and that we would not be able to pick up the federal government's cost in the future. So if you go back to 1989-90, previous to the one year where there was a major change in the funding. The net provincial total in 1989-90 was \$1,038,500 and that total was for Winnipeg School Division No. 1 and Red River Community College. The net provincial total this year is \$1,297,600.

**Ms. CerlIII:** I am not a mathematics person; could I get the figures again, please?

**Mrs. Mitchelson:** I think I have it now. The figures that I just gave you were the combination of Red River Community College and Winnipeg School Division No. 1. I think what you want is the figures for Winnipeg School Division No. 1. Right?

**Ms. CerlIII:** I would prefer to have them both, separate.

\*(2030)

**Mrs. Mitchelson:** What I can give you are the figures for Winnipeg School Division No. 1 for 1989-90, okay? What went totally to Winnipeg School Division No. 1 in 1989-90 was \$1,511,000 and I am going to round that off, okay? It is .4, but \$1,511,000. That was to Winnipeg School Division No. 1 for adult ESL training. In this fiscal year the amount that is going to Winnipeg School Division No. 1 is \$1,819,000. Now both of those figures are including federal contributions, okay?

**Ms. CerlIII:** That is not going to help us clarify how much the province has put in.

**Mrs. Mitchelson:** All I can indicate is, because in the past we recovered money from the federal government for adult ESL training. You will remember, I indicated that what would happen is, we would purchase seats, the federal government would flow their money through the provincial government, and there would be cost recovery.

We recovered a certain X number of dollars from the federal government, but there was no indication or no breakdown on whether it was money that was recovered from the federal government for Red River Community College or for Winnipeg School Division No. 1. I cannot give you those figures or that information, and I did not have the responsibility back then. I can tell you now, today, that there is a difference between \$1,511,000 that went to Winnipeg School Division No. 1 in 1989-90 and the amount that is going to Winnipeg School Division No. 1 this year, \$1,819,000, and that is the combination of federal and provincial money.

All I can say is that it has been extremely confusing for me as a minister attempting to figure this out and to find out where the money has come from in the past, but I will indicate to you that there is a line in the budget this year that indicates how much we are contributing, and next year that line, I will have to be accountable for any increases or decreases in that line. As far as knowing what went on in the past, I have a lot of difficulty attempting to find out, with the money from the federal government flowing through the Department of Education, where it was allocated or what it was doing.

**Ms. CerlIII:** I guess that is the issue, that the community is confused and suspicious. They see that there have been programs cut from Red River, and the minister seems to be saying that that was money that was coming from the federal government. I have heard that there is actually not a decrease for this year in the money from the federal government.

Could the minister provide a table? Could her department prepare a table so that this whole issue can be clarified?

**Mrs. Mitchelson:** Well, Mr. Deputy Chairperson, all I can say is, and I can go back again to the statement that there was a CILT agreement, and the federal government put \$1.1 million into adult ESL training through that program. They cut that \$1.1 million out of Manitoba's budget completely. That \$1.1 million is gone. The \$900,000 that they are now putting in that they say is not a reduction, yes, is money that they put into adult ESL last year, but they took that money from other training programs within the Department of Education and said, this is where we are putting our money, because we are making adult ESL a priority among all of this other training money.

So in fact the \$1.1 million that was there from the federal government two years ago under the CILT program no longer comes to Manitoba for adult ESL. The \$900,000 that they are funding ESL with came from other programs that the federal government had been funding and withdrew its funding from. So there is a \$1.1-million shortfall from the federal government over the last two years. I mean, they can say they have not cut back in any way, they have redirected money out of other training programs into adult ESL, but the \$1.1 million is gone.

**Ms. CerlIII:** Hopefully, when we take a look at the Hansard some of this will become more clear.

I am going to move on to ask questions about the staff who have been transferred from the Department of Education to the Department of Citizenship. Can the minister explain the number of staff and the responsibilities of those staff who have been transferred over?

**Mrs. Mitchelson:** There were seven staff positions that were transferred over to the Department of Culture, Heritage and Citizenship, and their responsibilities are to maintain and enhance the co-ordination of adult ESL provision in the province by facilitating and/or ensuring the continued operation of the appropriate co-ordinating mechanisms, maintain existing and develop new mechanisms for co-ordination among settlement services, ESL providers and other stakeholders, such as orientation and settlement information providers, and liaison meetings with settlement providers. I think you have all this in the book.

**Ms. CerlIII:** Are then the services for the programs like the program that is servicing immigrant women in the workplace, where there is a community-based program, is that now under this department?

**Mrs. Mitchelson:** They do the co-ordinating to ensure that the curriculum and the standards are in place for the programs, like SLP and Language at Work programs. They are all federally funded programs, but there is just a co-ordination mechanism whereby they work to ensure that the curriculum and the standards are adequate.

**Ms. CerlIII:** To clarify then, that is clear, the federal money is coming to the province and that is going to Red River?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, these are noninstitutional programs where the money goes from the federal government directly to

organizations and community groups to deliver the program, so the province's role in all of this is to ensure that the standards and the curriculum meet a criteria, and to co-ordinate this. They do not actually handle program dollars because the dollars go directly to community organizations.

**Ms. CerIII:** Can the minister list the names of the organizations that are running those programs?

**Mrs. Mitchelson:** We would have to get that information from the federal government. We can get that. It is grants directly to community organizations from the federal government.

**Ms. CerIII:** But the provincial civil servants now in this department are co-ordinating the teachers, I would think, and they are making sure that there is space and materials, so they must know where the classes are being offered.

**Mrs. Mitchelson:** Mr. Deputy Chairperson, they put the programs and the training together and they work with the communities to help the communities access the federal money for these programs.

\* (2040)

**Ms. CerIII:** I understand that. The question I am asking is, what groups have had that service?

**Mrs. Mitchelson:** Okay, Mr. Deputy Chairperson, we will get a list pulled together and provide that for the members opposite.

**Ms. CerIII:** Has the funding to that program remained constant, and can the minister direct us to where that funding is in the Estimates booklet?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, it would not be in our Estimates booklet because it would be in the federal government's Estimates booklet, because they provide the grants directly to the ethnocultural organizations to do this programming. All we do is have staff in place who help to co-ordinate and set the standards within those communities.

**Ms. CerIII:** Maybe just to clarify then, could the minister give the complete names of the programs that the staff in her department are co-ordinating?

**Mrs. Mitchelson:** The SLP program, which is the settlement language program, the language at work program, English for Specific Purposes Program, English for Medical Purposes, Employment Assistance Program, English for Day Care, English for Telephone Services, those are all different programs that are federal government programs

funded by the federal government, and they change based on the needs of the community.

**Ms. CerIII:** Has the funding from the federal government for those programs changed?

**Mrs. Mitchelson:** We do not really know for sure. There is a sense or a feeling out there that the money may go up, but I do not think there has been any definite indication on the exact amount of funding.

**Ms. CerIII:** Does the minister or her staff have the figures for those programs from last year and for this year?

**Mrs. Mitchelson:** No, Mr. Deputy Chairperson, they are federal programs, and they would be in the federal budget. That information could be obtained through that process. They are not provincial government programs, so we do not have the figures. They are grants that are administered by the federal government, so we do not have that information. It could be obtained from the federal government.

**Ms. CerIII:** I understand that the provincial department has no hand in allocating these funds or in directing these funds, but if they are involved in co-ordinating services, I find it surprising that there would not be a record of the amount of money that these groups—

**Mrs. Mitchelson:** Mr. Deputy Chairperson, members of the opposition can go to the federal government and ask for the grants listing, just like our department can go to the federal government and ask for the grants listing. So I would suggest if she wants that kind of information, that is the proper process to follow.

**Mr. Kevin Lamoureux (Inkster):** Mr. Deputy Chairperson, ESL is the biggest issue that continues to come up time after time no matter which community it seems that you attend. -(interjection)- Maybe the Minister of Health (Mr. Orchard) can contain himself for a few minutes anyway.

Mr. Deputy Chairperson, I can appreciate some of the concerns that have been stressed from the minister now responsible for this particular program, understandably so when you get a federal counterpart do what, in fact, they are doing. After all, in a sense, I believe the early 50s when CILT first came around—to see it cut back in the nature that it has been, does put a bit of a bind on those who are trying to learn English.



Ultimately, once again, if the federal government fails, there is a role for the provincial government to pick up. We will go into some of the questions in regard to how well the government is picking it up because we hear different figures that are being batted around. For now, what I wanted to ask the minister and she had made reference that there is a cost sharing for Winnipeg School Division No. 1—you are looking at a 65-35 percent split, province and feds. In terms of Red River, what is the split at Red River right now?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, that question would have to be asked of the Minister of Education (Mr. Derkach) and he could provide that.

**Mr. Lamoureux:** Mr. Deputy Chairperson, the minister might be aware that when the ESL was in heated debate at the Chamber, we found that the Minister of Education, in fact, had said that \$270,000 was being cut from Red River College, which was the ESL program—some of the teachers and staff, and so forth. The reason why I ask is because from what I understand, the provincial government still does play some role in the distribution of the federal dollars and I am wondering what is happening to those federal dollars if, in fact, the province is cut back on.

**Mrs. Mitchelson:** Mr. Deputy Chairperson, all I can do is indicate over again that I have the responsibility within my department of funding for Winnipeg School Division No. 1 and adult ESL programming. I can indicate that there is more money going to Winnipeg School Division No. 1 today than there was two years ago. I cannot give any more information on what has happened at Red River Community College or what has not happened. What I have indicated is there has been an increased focus on training in Winnipeg School Division No. 1 and our commitment is clear. We have put \$1.174 million into Winnipeg School Division No. 1 through my department.

**Mr. Lamoureux:** Mr. Deputy Chairperson, no doubt the minister can say that Winnipeg School Division No. 1 ESL has increased in terms of provincial contributions but what the minister has told the public is that ESL has increased, the spending for English as a Second Language has increased from the provincial government. Yet we have the Minister of Education (Mr. Derkach), on the one hand, saying that Red River has been cut \$270,000. Then we have, on the other hand, the

minister responsible for citizenship saying that we have added \$200,000 to the ESL program.

It is fair to say that access with Winnipeg No. 1 has increased but it is not fair to say that ESL has, in fact, increased overall, budget to budget, when you take into account the money that comes from the Department of Education. Is that correct?

**Mrs. Mitchelson:** No.

**Mr. Lamoureux:** Explain "no."

**Mrs. Mitchelson:** Mr. Deputy Chairperson, all I can say is that our commitment as a province has increased over the last two years. There has been a decrease in the federal commitment to ESL programming, adult ESL programming. Our commitment as a province has increased. Maybe in the overall total there has been a decrease to Red River Community College, but in fact that would be a combination of federal and province, and in fact the provincial contribution has gone up.

\* (2050)

**Mr. Lamoureux:** So if I read what the minister is saying, is that over the past number of years ESL has increased overall, that in fact year over year—and that is what the government was trying to portray to the public—it has not increased year over year. Is that correct?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, year over year there has been an increase, and I indicated that last year there was an extraordinary effort on the part of the provincial government to pick up the federal shortfalls. We indicated at the time that we would not be able to continue that, that we wanted the federal government to come back in.

The federal government has indicated that there is another \$500,000 there for adult ESL training over and above what they have put in this year. To date, we have not heard from them where they are going to spend that money. We are trying to determine whether in fact—and I will tell you, if they put that into Winnipeg School Division No. 1, we would have certainly a major increase.

**Mr. Lamoureux:** Mr. Deputy Chairperson, I do not want to belabour this point, but I do want to confirm—or maybe seek the advice of the minister. She says that her department has increased it by \$200,000 year over year to ESL. If I take that at face value, and I believe she is correct on that sense for her department, are there any other departments that contribute to ESL other than the Department of

Education that I should be asking the same question?

**Mrs. Mitchelson:** All right, Mr. Deputy Chairperson. Back to this complicated system. Yes, there is more provincial money. There is less federal money. The federal government cut back their contribution to ESL programming, but the provincial government has increased. Yes, there is \$200,000 more provincial funding in ESL programming today than there was two years ago.

**An Honourable Member:** In your department?

**Mrs. Mitchelson:** Total overall.

**Mr. Deputy Chairman:** I just have something I would like to have clarified by the minister. Right now we are dealing with Adult ESL Programs, (1) Salaries, which is \$301,600. I noticed the questions coming forward are coming about grants, which come under Other Expenditures and Grants Assistance. Is that clear?

**Mrs. Mitchelson:** Yes.

**Mr. Deputy Chairman:** Okay. From now on I would ask the honourable members to keep the questions relevant to the Adult ESL Programs, that is Salaries and that is the managerial positions. If you will go on page 65 it is also Professional/Technical and Administrative Support. Once we have passed that line we can move on to the grants that are within the following lines.

**Mr. Lamoureux:** Mr. Deputy Chairperson, I know many of the ministers, with the exception of the Minister of Health (Mr. Orchard), there is some flexibility when you are dealing with an (a) and (b) because it is the same staff. If it is okay to continue on, I would continue on, but if that is the case, then we can pass—

**Mr. Deputy Chairman:** We have been going line by line. I am just ruling that we go line by line. If the minister wishes to go another way, that will be fine, but I have asked that we go line by line. If the minister wants to—

**Mrs. Mitchelson:** I guess I might ask whether there are questions on the staffing, and then when we will pass it, we will pass it. Fair enough.

**Mr. Deputy Chairman:** Is that agreed?

**Mrs. Mitchelson:** Sure.

**Mr. Lamoureux:** Now, Mr. Deputy Chairperson, where was I?

**Mr. Deputy Chairman:** Somewhere on grants.

**Mr. Lamoureux:** The minister kind of threw a left ball on that when I was trying to get things a bit clarified for myself. We were saying that there is \$200,000 that this department—

**Mrs. Mitchelson:** That this government—

**Mr. Lamoureux:** That this government had an increase. How much of an increase year over year has this department then had on ESL?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, this department has had the responsibility for ESL programming since the beginning of this fiscal year. At the end of this fiscal year and with next year's budget, we will be able to determine what the increase or decrease will be. This department previously has not had responsibility for ESL funding.

**Mr. Lamoureux:** Mr. Deputy Chairperson, can the minister answer the question in terms of last year? This area of the department—what it was that was allocated compared to this year and how much of an increase?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, that cannot be determined because last year it was gross revenue, and it could not be factored out what portion of the federal money went to Red River Community College or it went to Winnipeg School Division No. 1. In fact, this year we know what the province is putting into Winnipeg School Division No. 1, and we know what is going into Red River Community College. We know what the federal government is putting into Winnipeg School Division No. 1 and what they are putting into Red River Community College. So, in fact, next year we will be able to determine, but we cannot even begin to determine because it was all gross revenue from the federal government in the past. It will not be in the future.

**Mr. Lamoureux:** Mr. Deputy Chairperson, do you mean to tell me that the provincial government cannot say how much money they spent on ESL last year?

**Mrs. Mitchelson:** We can indicate the gross expenditures and we can indicate what was recovered from the federal government, but we cannot indicate what was recovered from the federal government for Winnipeg School Division No. 1 or what was recovered for Red River Community College.

**Mr. Lamoureux:** How much was recovered from the Government of Canada?

**Mrs. Mitchelson:** Last year, \$919,000.

**Mr. Lamoureux:** How much was allocated out in total, combined from the province and the feds?

**Mrs. Mitchelson:** \$2,270,000.

**Mr. Lamoureux:** Okay, thank you. Mr. Deputy Chairperson, it is hard to work with figures that are being thrown at you and trying to piece this thing together. I cannot—the budget that went to Winnipeg No. 1 last year was how much?

**Mrs. Mitchelson:** The total that went to Winnipeg School Division No. 1 last year was \$1,617,000.

**Mr. Lamoureux:** What type of a percentage split did the government have going to Red River?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, if we had known that, we would have given the answer before. What we are saying is that we recovered from the federal government X number of dollars. We do not know whether that recovery was based on recoveries for Winnipeg School Division No. 1 or recoveries for Red River Community College.

**Mr. Lamoureux:** Mr. Deputy Chairperson, I believe we have hit a brick wall. All we know is, \$919,000 came from the federal government. The government of Manitoba had a choice. They could have put all \$919,000 to Red River. They could have put all of the money over to Winnipeg No. 1.

**Mrs. Mitchelson:** Mr. Deputy Chairperson, I am told there was a different formula at that time and that in fact the feds paid for different programs, different places—

**Mr. Lamoureux:** Out of the \$919,000?

**Mrs. Mitchelson:** Yes.

**Mr. Lamoureux:** I thought it was all one general revenue.

**Mrs. Mitchelson:** It went to general revenue, but it was what the federal government determined that they would provide for ESL programming overall.

**Mr. Lamoureux:** Mr. Deputy Chairperson, when did the minister learn about the government proposing to cut CILT?

**Mrs. Mitchelson:** It was an announcement one day at the end of 1989-90 that the funding was cut and it was cut that day.

**Mr. Lamoureux:** Mr. Deputy Chairperson, when did the government in Manitoba first discuss the matter with the federal government, their concerns, approximately?

**Mrs. Mitchelson:** I would imagine that they would have gotten into discussions immediately after the announcement was made by the federal government. There was no forewarning to the provincial government that the CILT program was going to be terminated.

**Mr. Lamoureux:** Mr. Deputy Chairperson, I know I was supplied a fact sheet as no others were when we went to the town hall up in the north end at Tec-Voc School. On that fact sheet, if I can find it here, I believe that Michael Wilson had announced that this program was going to be terminated effective April 1, 1990, back in April of '89 during the budget. Is that not true or did that happen or would that fact be wrong on the fact sheet?

\* (2100)

**Mrs. Mitchelson:** Mr. Deputy Chairperson, I am informed by staff that there was no previous warning that there was going to be a change, that the CILT agreement was terminated and that CEIC took over the funding at a reduced level by taking money from other training programs from the province and putting it into ESL.

**Mr. Lamoureux:** Mr. Deputy Chairperson, the actual fact, and I found it, said that on April 27, 1989, the Honourable Michael Wilson announced in his budget that effective April 1, 1990, the Citizenship Instruction Language textbook agreement with the provinces will be terminated. Again, I do not know how factual this fact sheet is that was distributed to us. I would ask the minister: Is this then the first time she would have heard that, or the department?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, I was not the minister responsible for ESL training at the time. The staff are informing me here today that, in fact, in April of 1989, it was announced by the federal government that Secretary of State through the CILT program would no longer be funding adult ESL programming. In fact, CEIC would be taking over redirecting money from other training programs in the province. This is what I am being informed tonight was actually what happened.

**Mr. Lamoureux:** Mr. Deputy Chairperson, the reason why I ask is because no doubt after hearing about this announcement, different provincial departments, different provincial governments, would have expressed their concern to their federal counterparts. One would assume that they would start negotiating what would be replacing the program.

Now the minister herself has said that the feds have made a commitment of \$900,000 for this year. She has made reference that there is a possibility of \$500,000. Where is she getting that \$500,000 figure from?

**Mrs. Mitchelson:** Earlier this year, I guess it was in November of 1990, the federal Minister of Immigration—it was then Barbara McDougall—and now it is \$200 million for the next four years from CEIC for ESL training.

**Mr. Lamoureux:** The \$500,000 is a percentage in relation to the overall—

**Mrs. Mitchelson:** \$30 million was to be allocated for the fiscal year in '91-92. If we really looked at what our share should be for 4 percent of the population, 4 percent of that \$30 million, we should be entitled to 1.2 million dollars from the federal government. In fact, federal officials have indicated to us that we are entitled to some \$500,000 out of that \$30 million allocation. We are trying to determine—it has not been announced where that money is going to go—we are expecting that the federal government will live up to its commitment and provide another \$500,000 which is probably less than what our fair share is, but I certainly would not say no to the \$500,000, if, in fact, they were to put it in the province of Manitoba.

It is important for all of us to realize and recognize that the federal government removed its \$1.1 million a couple of years ago. They redirected programming money and, in fact, now they have made a commitment of \$500,000 publicly to Manitoba. We have not seen the money yet. I think it is important for all of us, as a province, as those that are delivering the programs, and those that are in need of adult ESL training to ensure that we all work very hard to let the federal government know that we are very disappointed to date in the shirking of their responsibilities. In fact, we want to know when that money is going to come to Manitoba. Those are the questions we have been asking. To date, we have not had an answer from the federal government.

**Mr. Lamoureux:** The federal government is going to be distributing \$30 million a year. Our 4 percent, if you will, works out in and around \$1.2 million—

**Mrs. Mitchelson:** Exactly the money they took away under the CILT agreement.

**Mr. Lamoureux:** But it is expecting or hoping to receive \$1.4 million.

**Mrs. Mitchelson:** Where do you get the 1.4?

**Mr. Lamoureux:** We are currently receiving \$900,000 and she is hoping for another \$500,000, so I get the 1.4. Is she aware of any other provinces getting their percentage, at this point, of the total population?

**Mrs. Mitchelson:** It is believed that there has been a commitment to Quebec so far. We are not aware and we do not have any definite assurance that Quebec has received any money. We are trying to get that kind of information and we do not have that as yet. There is nothing that we are aware of in any of the other provinces to date.

**Mr. Lamoureux:** Mr. Deputy Chairperson, I would think that following the announcement from Mr. Wilson a couple of years ago the government should have been in communication with their federal counterparts in order to argue for, at the very least, our fair share which would be the \$1.2 million. I would anticipate that we will be receiving that additional \$300,000 to bring us up to our percentage of what we are, in fact, entitled to.

I wanted to move on to some of the other remarks that were put on from the minister when she was trying to explain where ESL is in fact being taught. She made reference to the noninstitutional Applied Linguistics and this is 100 percent funded from the federal government.

Are there any plans at all, whatsoever, of the provincial government moving in that direction?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, at this point in time I have not even contemplated that, no.

**Mr. Lamoureux:** Mr. Deputy Chairperson, is there any criteria whatsoever that is set to the teachers, or whoever is teaching ESL, at these institutions? I know it is not her responsibility but she might know, or her staff might know, if in fact they do have to have, for example, teachers' certificates.

**Mrs. Mitchelson:** For clarification at what?—Red River Community College or—

**Mr. Lamoureux:** Applied Linguistics.

**Mrs. Mitchelson:** Applied Linguistics. Mr. Deputy Chairperson, I do not know what the requirements are. We do not directly fund Julia Boone. Apparently, staff indicates that there is some understanding that they do have university degrees but we have no responsibility. We do not do any funding to Applied Linguistics and, you know, I am

sure the federal government could justify why they are funding in that direction.

\* (2110)

**Mr. Lamoureux:** The government has, through Winnipeg School Division No. 1, estimated 4,000 seats for ESL. If you take into account the noninstitutional and other school divisions, do we have an idea in terms of how many seats there are available?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, we cannot give that—when it is noninstitutional it is pretty hard to determine, but I can indicate that in the other school divisions that we fund there are approximately 800 seats throughout all of the other school divisions. I indicated we funded those and there are approximately 4,000 through Winnipeg School Division No. 1. The other seats, I do not know.

(Mr. Bob Rose, Acting Chairman, in the Chair)

**Mr. Lamoureux:** Mr. Acting Chairman, I do not need it right away, but if the minister can make available at some relatively early future date within the next couple of months, that is, the number of seats at each school division, I would appreciate it. I do have a couple of other questions regarding the school divisions.

Does Winnipeg No. 1 currently have to pay anything for their seats, administrative or teaching costs over and above what the province and the feds are giving them?

**Mrs. Mitchelson:** Mr. Acting Chairperson, I am informed that we are paying for administrative costs, books and materials and teachers' salaries.

**Mr. Lamoureux:** Mr. Acting Chairperson, does Winnipeg No. 1 have to contribute anything in order to keep the program going, other than providing the building? Do they have to pay for any of the administration, supply, any receptionists or anything of that nature, or are in fact all of the costs picked up by the province and feds?

**Mrs. Mitchelson:** Mr. Acting Chairperson, we believe that we do pick up all of the costs.

**Mr. Lamoureux:** I am a bit surprised. I did not quite expect that answer, but I am glad to hear that in fact is the case.

Mr. Acting Chairperson, I did receive a letter from the teachers of English as a Second Language in Manitoba earlier today. Actually, it was addressed to my Leader. It brings up the concern of an

individual who works or had worked with the Department of Education. His name is Abe Peters. There is some concern in terms of what is happening to that particular position. He was an ESL consultant for the Manitoba Department of Education and Training. Many of the teachers who had close association with Mr. Peters, from what I understand, said that this particular individual was a very valuable asset to have, to consult with and so forth. Was that one of the positions that was transferred over?

**Mrs. Mitchelson:** That is a position that still remains or is part of the Department of Education. So that information would have to be asked of the Minister of Education (Mr. Derkach). We have seven positions that were transferred over—all seven filled positions that are currently within my department.

**Ms. Cerilli:** I have been going through some of the correspondence that I have, and one of the questions it raises was—I am going to read into the record.

Prior to the election in 1988, the federal government announced a \$15 million budget for the EWP program nationally, English in the workplace. These funds are targeted for women in the workplace. What portion of this allocation has actually been used each year since 1988 is not known.

Can the minister provide any clarification to that?

**Mrs. Mitchelson:** Mr. Acting Chairperson, that is funded by the federal government, and the information on that program would have to be obtained from the federal government.

**Ms. Cerilli:** The other issue that this correspondence raises is the difference in the costs per student at the different programs. Can the minister and her staff clarify, to their knowledge, what are the different costs per student at the Red River programs, at the programs co-ordinated through the seven staff in the department and at the Winnipeg School Division?

**Mrs. Mitchelson:** Mr. Acting Chairperson, at Winnipeg School Division No. 1 for the year 1990-91, the per pupil cost is \$2.70 per hour. I do not have a responsibility for Red River, but I think I could provide the information there. Apparently the cost per student at Red River is \$4.89 per hour. The federal programs, I have no idea.

**Ms. Cerilli:** Can the minister clarify, to her knowledge, what is the reason for the difference in the cost?

**Mrs. Mitchelson:** Mr. Acting Chairperson, I cannot indicate what the differences are for the costs. I know what the costs are. I imagine it might be overhead costs.

**Ms. Cerilli:** It would seem that the government then has opted for the bargain in terms of the Winnipeg No. 1 seats, which are \$2.70 per hour as compared to the Red River program.

**Mrs. Mitchelson:** Mr. Acting Chairperson, I think we have opted for quality. I would like to hear the member opposite's comments on whether, in fact, she believes that the program that is being delivered through Winnipeg School Division No. 1 is not quality, because we have clearly indicated that the standards are good. She may agree to disagree.

Maybe if she were in government she would opt to pay \$4.50 per student for adult ESL training when you can get quality with good standards for \$2.70. That might be the NDP policy but, in fact, I believe that the teachers in Winnipeg School Division No. 1 are delivering a quality program at \$2.70 per student. Maybe the NDP position is different.

**Ms. Cerilli:** I guess the issue is, as we have heard, that the program at Red River was a different program. It was servicing individuals who were working, who had different needs. I guess I am trying to address the question of what is happening to those individuals now? How are their needs being met? They may be working, they may be in a different situation than the people in the Winnipeg No. 1 program. The fact is that they are without classes and the waiting list, or the demand for the other courses, is going to increase.

\* (2120)

**Mrs. Mitchelson:** Mr. Acting Chairperson, they are not going to be without classes because, in fact, the program will finish, and those who are in the program presently will finish their year. What we are saying is that there were some who were maybe receiving classes at Red River who could very well fit into the generic program at Winnipeg School Division No. 1. Red River will only be doing the specialized ESL training and programming that is market-force driven. Those who were going to Red River who can fit into Winnipeg School Division No. 1 will be obtaining their training there.

**Ms. Cerilli:** We started discussing this point before, where I realized that the program is not terminating in mid-year, but there will be an increased demand due to immigration for ESL, and we are going to have less spaces in the province.

**Mrs. Mitchelson:** We are only going to have less spaces if the federal government does not come through with their money. They have promised \$500,000 to the Province of Manitoba. If, in fact, they do not deliver on that promise, then, yes, there will be less seats; but there should be a way that \$500,000 can be used very effectively in the province of Manitoba for ESL training. We are trying to get answers from the federal government. I wrote to the minister, Barbara McDougall, when she was minister. We now have a new minister in Ottawa, and I am in the process of communicating with him and asking the same questions that I asked of Barbara McDougall.

(Mr. Deputy Chairman in the Chair)

If that money is delivered by the federal government, we are living up to our commitment as a province. If, in fact, the federal government does not come through, you may see longer waiting lists. If, in fact, the federal government delivers on its promise—and it should because it has removed money in the past. We are asking them to come back with what they rightly should be funding in the province of Manitoba.

**Ms. Cerilli:** In the meantime, while the negotiations with the federal government are going on, the province has chosen to eliminate the program at Red River, which, I understand, had staff that were fully certified and under a collective agreement, and they put the money into a program at the Winnipeg School Division where the cost is less expensive and the staff are on contract. Is that correct?

**Mrs. Mitchelson:** I do not know the reasons for the change. I do know that Winnipeg School Division No. 1 does deliver a very quality program. I would beg the NDP opposition to disagree that, in fact, a quality program is being delivered through Winnipeg School Division No. 1. I have every confidence in the ability of those teachers and the administration there to deliver a quality program with good standards.

**Ms. Cerilli:** I would ask the minister if she felt that the program delivered by Red River was not a quality program.

**Mrs. Mitchelson:** I have had no experience with the program at Red River Community College. I do know that I have met with the teachers from Winnipeg School Division No. 1, with the administration, and I believe that a quality program with good standards can and will be delivered through Winnipeg School Division No. 1.

**Ms. CerlIII:** As I understand it, one of the programs that will be eliminated from Red River is English for Single Parent Immigrant Women. Are there provisions with the program at Winnipeg No. 1 to provide for the other transportation costs, the child care costs, associated for these women to learn English?

**Mrs. Mitchelson:** It is my understanding from staff that that is a program that is delivered by the Department of Family Services, not by the Department of Education. Any questions regarding that program should be directed to the Department of Family Services during their Estimates.

**Ms. CerlIII:** This is getting to be quite funny. We have a minister who is claiming to be co-ordinating services under the Immigration and Settlement branch, and we are finding out that there are programs for English as a Second Language all over the place. I would suggest that these programs are not being co-ordinated at all.

**Mrs. Mitchelson:** Mr. Deputy Chairperson, I beg to contradict the critic from the New Democratic Party, but maybe she should get her facts straight before she comes into Estimates. That in fact is not an ESL program.

**Ms. CerlIII:** Well, the facts that I have, which are sent from that program, from students in the program, I would think that they know where they are. They are at Red River, and they have sent this letter—granted, it is to the Minister of Education (Mr. Derkach)—outlining their concerns and why they think that their program deserves to be continued and the special needs that it was addressing.

**Mrs. Mitchelson:** Mr. Deputy Chairperson, obviously if the letter was addressed to the Minister of Education, it does not fall within my responsibility. If it was addressed to him, it may in fact have been addressed to him in error. Staff informed me that it is the Department of Family Services that does deliver that program.

**Ms. CerlIII:** The point that I am making is not that the program is not a quality program at Winnipeg No. 1, but there may be some needs for other

programs. I guess the question I could ask is: Are there provisions with any of the English as a Second Language programs that are being offered in the province to make allowances for people who have need for child care or are working different hours? What is the schedule for the courses that are offered with Winnipeg No. 1 and with Red River?

**Mrs. Mitchelson:** It is my understanding that with some of the federal programs that are available, there is the ability to have all of those things paid for under the program that is being offered by the federal government. The Winnipeg School Division No. 1 does have a day care program associated with their ESL training.

**Ms. CerlIII:** Are those programs all during the day? Are there some during the evening, full time, part time?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, I am informed that the day care program at Winnipeg School Division No. 1 runs during the day.

**Ms. CerlIII:** What about my other questions I raised in terms of scheduling of the classes part time, evenings to accommodate people who shift-work, or different—

**Mrs. Mitchelson:** Mr. Deputy Chairperson, there is flexibility. In fact, some people do start in the day program, and then they might get a job part way through their training program so they can go to work and then they can transfer to the evening classes. So there is flexibility within the program to be able to accommodate those who enter the work force or maybe become unemployed and can go back into day classes rather than evening. So there is that flexibility.

**Ms. CerlIII:** How about the programs that are co-ordinated by the seven staff, where the funding comes from, the federal government, the SLP and the language at work, and English for specific purposes, those programs? Do they have provision for child care or special transportation?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, I am informed that those programs are very flexible programs, and there is money allocated for transportation for day care to meet the needs of the communities and the organizations that have applied for the grants for those programs.

**Ms. CerlIII:** That is all federal money?

**Mrs. Mitchelson:** Yes.

**Ms. CerlIII:** If the federal government continues in the way that it is going, I would think then that the programs that they are co-ordinating are also more expensive than the program with the Winnipeg School Division. Could the federal government also decide that they want to put their money into one of the school divisions?

**Mrs. Mitchelson:** I would imagine that the federal government could make their decisions, and they do make their decisions independently of the provincial government. They could choose to do that, yes, and we could not stop them.

**Ms. CerlIII:** I am aware that the programs that are co-ordinated through the department staff are quite special, where there is a lot of attempt to reach people that would otherwise be isolated. Can the minister make any commitment to ensuring that those programs would continue, if the federal government decided to continue in its path of moving towards, as she is referring to it, noninstitutional settings?

\* (2130)

**Mrs. Mitchelson:** I could not commit today to picking up federal programs that have been completely federally funded in the past. I could not make that commitment.

**Ms. CerlIII:** What I am learning is that, once again, individuals with special needs where the programs could cost more will suffer and not learn English if cutbacks to ESL continue the way that they have.

**Mrs. Mitchelson:** Mr. Deputy Chairperson, our commitment is strong to ESL programming as a province. We will not be able to pick up the federal portion and, I guess, if the member opposite, the NDP critic, believes that we should be picking up the federal portion for this program—and they have advocated many times in the past that we should be picking up the federal portion of many other different programs—I would like to know how much they would increase the deficit to provide the programming to continue. As long as we continue to pick up the federal portion, there will never be a pressure on the federal government to maintain its fair share. We just do not have enough money in the treasury in the Province of Manitoba to pick up all of the federal costs that are offloaded onto the province.

**Ms. CerlIII:** I am not advocating that the minister let up on pressure on the federal government. That is for sure. What I am saying is to realize that when

there are cutbacks, if we opt for the programs that are least expensive, then those people that have exceptional needs or are unique and are not able to access the more cost-affected programs are the ones who are going to suffer. They could be the ones that really are at a disservice and really do need to learn English.

**Mrs. Mitchelson:** As I said, a program that is 100 percent federally funded—if the federal government should decide to change the way they fund that program, I can almost assure the member opposite that we would not have enough money within the provincial treasury to pick up the federal costs. You know, I guess in her comments about opting again for a low-cost program, I believe that Winnipeg School Division No. 1 is providing a quality service to new Canadians that need ESL training. In fact, I do not think that it is taking second best. I think we have a program that probably is one of the better training programs across the country through Winnipeg School Division No. 1. I would hesitate to say that it is not a quality service.

**Ms. CerlIII:** In the Estimates book there is a line under Other Expenditures called Grants. Where are those grants given?

**Mrs. Mitchelson:** There are two grant lines. Right? Is that what we are talking about? There is Other Expenditures, grants and there is Grant Assistance. You add the two of those lines together. The grants at 225,200 and the Grant Assistance at 986,800 is the funding to Winnipeg School Division No. 1 for this fiscal year.

**Ms. CerlIII:** So that shows a \$600,000 decrease which—

**Mrs. Mitchelson:** I attempted to explain before that the Adjusted Vote for 1990-91 is a gross figure because, in fact, the federal government flowed their money through the provincial government in this year's budget line. In 1992 budget year we no longer receive funding from the federal government. They are flowing their money directly to Winnipeg School Division No. 1, so it will not show up in our budget in the future. It did show up last year and years before, but it will not in the future.

**Ms. CerlIII:** So is that to say that before the money from the federal government was \$600,000?

**Mrs. Mitchelson:** It is my understanding that I think it is \$560,000 difference, from last year to this year was federal recoveries.



**Ms. Cerilli:** The costs of the cuts at the Red River program, with the six staff, I think?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, those questions will have to be asked of the Minister of Education and Training (Mr. Derkach) because they do fall under his responsibility. I do not have responsibility for Red River Community College.

**Ms. Cerilli:** If I could have the indulgence of the committee for a moment I would like to take a moment to—

**Mrs. Mitchelson:** Do you want a five-minute break?

**Ms. Cerilli:** Sure.

**Mr. Deputy Chairman:** Five minutes.

\* \* \*

The committee took recess at 9:37 p.m.

#### After Recess

The committee resumed at 9:46 p.m.

**Mr. Lamoureux:** I had a couple more comments, or I should say questions, regarding ESL and then I want to make a summation, if you will, of some of my own comments, opinions on the ESL program. I want to ask the minister—more so for clarity, because I know she has touched upon this in certain different ways—the money that comes in from the federal government for ESL, she has nothing, or her department has nothing to do with it in terms of the disbursement of those fees?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, that is correct. In the past, as I indicated, before this became my responsibility, the federal government flowed their money through the Department of Education. In fact this year they have changed their method of funding ESL to Winnipeg School Division No. 1 by purchasing seats directly in Winnipeg School Division No. 1, so their money will flow directly to Winnipeg No. 1 beginning this year.

**Mr. Lamoureux:** The reason why I wanted to ask that, Mr. Deputy Chairperson, is because, included in the facts that were supplied to me, they had included a copy of Hansard from the House of Commons and my federal colleague Mr. Axworthy had actually asked the then minister Barbara McDougall questions regarding the funding, and I would like to just quote what one of her answers was, and ask her to respond to it. It is from the federal minister, in which it says:

With the termination of the CILT in April 1, 1990, the provincial government contributed in addition to its traditional level of funding \$1.1 million to continue the co-ordinated system of ESL deliveries that existed in Manitoba. During the '90-91 fiscal year the federal CIC department purchased \$900,000 worth of language training seats from the provincial government for government sponsored students. These seats were delivered by the Adult ESL Centre, Winnipeg School Division No. 1, and Red River Community College.

It seems to me that the federal minister does in fact know what money is to go where, and I would ask the minister once again is she aware of where the money has been designated? Because the answer that she gave to Mr. Axworthy does seem to imply that the federal government has decided where the money is going.

**Mrs. Mitchelson:** Mr. Deputy Chairperson, for this year, yes, we do. We do know that they are flowing directly to Winnipeg School Division No. 1 \$645,000.

**Mr. Lamoureux:** So then the balance of that is going to the Red River College?

**Mrs. Mitchelson:** Yes.

**Mr. Lamoureux:** Has the minister had any discussions in terms—I know the NDP critic had asked some questions regarding where the money should be going, and so forth. Has the minister had any discussions with her federal counterparts on where she would like that commitment? I will tell you why I ask. It is because the provincial government, on the surface, appears to have been switching their priority—I should not say, switching their priority, making less of a priority over at Red River College and making a higher priority over at Winnipeg School Division No. 1. I do support what Winnipeg No. 1 is doing in terms of the per-pupil cost, in terms of the quality of teaching. I do support that.

\* (2150)

Has the minister had any of those discussions with her federal counterparts on where this government would like to see this \$900,000 distributed?

**Mrs. Mitchelson:** I think, and I would hope the opposition members would agree, that in fact we would like to see the majority of those who require ESL programming trained in the province of Manitoba. We as a provincial government provide

our funding to institutionally based programming, whether it be at Red River Community College or at Winnipeg School Division No. 1.

In fact, we would like to see the most number of students possible trained and fluent in the English language. If in fact we have quality and standards through Winnipeg School Division No. 1 that can deliver that program, then I would think it would be incumbent upon a responsible government to flow their funds in that way.

**Mr. Lamoureux:** The Government of Canada seems, at least through this answer, to have designated \$900,000 to two programs: ESL at Winnipeg No. 1 and ESL at Red River College. Is that true?

**Mrs. Mitchelson:** Of the \$900,000 that they have reprioritized for ESL adult training, yes, I do know that they fund the other programs that we talked about earlier. Through other direct purchase, through noninstitutional programs, I know they put money into that also. We have discussed those already.

Out of the replacement of the CILT agreement that they discontinued, the \$900,000 that they have reprioritized for adult ESL, is going into institutionally based at Winnipeg No. 1 and Red River.

**Mr. Lamoureux:** We are getting \$900,000. It is being distributed out to Winnipeg No. 1 and Red River. If that is in fact the case, then the federal government has been contributing more than the \$900,000 to ESL if we take a look at the noninstitutional, such as the applied schools and so forth.

**Mrs. Mitchelson:** Yes, and they always have. What we have indicated is that when the CILT agreement was in place, besides the noninstitutional programming that they were doing, they were providing \$1.1 million for institutional ESL through the CILT agreement. They took that \$1.1 million out of the province of Manitoba, they redirected money from other training programs in the Department of Education and Training and focused a priority on ESL with those dollars. So in fact those dollars were going to do other training programs, and they were refocused to adult ESL. There was a net loss of \$1.1 million to Manitoba as a result of the discontinuance of the CILT agreement.

**Mr. Lamoureux:** When ultimately she herself or her department sits across the table from her federal

counterparts, will they argue legitimately so for that \$1.2 million, which is Manitoba's fair share -(interjection)- Mr. Deputy Chairperson, her colleagues have a lot of confidence in her, and I hope that that confidence can be justified come this time next year when in fact we approach this line, and we find out how much money has been contributed. -(interjection)-

**Mr. Deputy Chairman:** Order, please. The honourable member for Inkster has the floor.

**Mr. Lamoureux:** That is right. With this enthusiasm, I am sure she will get the full \$500,000. One minister says, definitely, that is in fact what will happen. We will wait for it. When the minister and her staff do sit at the negotiating table, what is going to be the basis of their argument for that?

Let us just say for the sake of argument that we get the 1.2 which works out to our share of the \$30 million as pointed out from the minister. So let us say it is \$1.2 million. We have \$900,000 as put forward by the former minister, Barbara McDougall, and confirmed from the minister, and that is all of the money that has been allocated thus far. So we are going to be attempting, or the department is going to be attempting to get an additional \$300,000. What is their argument for that \$300,000 going to be?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, I will read into the record parts of the letter that I sent to Barbara McDougall when she was minister, but I would hope that members of the opposition would not question the commitment by staff who work in the Department of Citizenship and commitment by staff to lobby as hard as humanly possible for federal funding to come to our province of Manitoba, because I have every confidence in their ability to negotiate and to negotiate strongly.

Well, it is not that long a letter, Mr. Deputy Chairperson. I would like to read it, because I think it is very important that the opposition know not only what we as government are doing, but what our staff are doing in negotiations with the federal government. -(interjection)-

**Mr. Deputy Chairman:** Order, please. The honourable minister is about to read a letter into the record, and I am sure we would all like to hear it.

**Mrs. Mitchelson:** As minister responsible for services to newcomers in Manitoba, I am writing to bring to your attention a matter of serious concern for us both, and that is the decline in overall

availability of adult language training for immigrants in this province. Prior to the termination of the CILT agreement by the Secretary of State on March 30, 1990, Manitoba had been able to ensure that there was ready access to co-ordinated institutionally-based training which included, where necessary, on-site day care. The elimination of \$1.1 million in federal contributions under the CILT agreements has had a serious negative impact upon institutionally-based instruction in this province. Wait lists have been created and future levels of funding remain uncertain.

It is very important that the opposition members listen to this paragraph.

In November of last year, the province welcomed your announced intention to provide an additional \$30 million for language training in fiscal year 1991-92. We are hopeful that the allocation for Manitoba will be both appropriate to demand and fair in relation to the allocation to other immigrant-receiving provinces. In this connection, I am therefore requesting that you provide me with a listing of the funding allocations for all types of language training to the major immigrant-receiving provinces, along with your department's projections on the level of immigration to each of those provinces.

March 11, 1991: In recent years, immigrants in Manitoba have benefited from your important initiatives in noninstitutional training. Our respective officials have collaborated with notable success on the delivery of the settlement language program and are now working in close co-ordination on the implementation of language at work. Given these successes in the area of noninstitutional training, I am hopeful that we can work together to restore a situation in Manitoba in which there are stable and fair funding arrangements between the two levels of government which form the basis for institutionally based language instruction.

**Mr. Deputy Chairman:** The time now being 10 p.m., what is the will of the committee?

\* (2200)

**Mr. Lamoureux:** The minister has said that letter was sent March 11, and she is asking for what funding has been allocated out to different sorts of ESL programs throughout the country, she says. If we have \$900,000 for Red River and Winnipeg No. 1, there are Language for Work, English for specific purposes, English for medical, day care—she went

through a list of different federal programs with ESL; but the minister herself does not know how much the federal government is contributing to these programs. That would include the Applied Linguistics, other noninstitutional ESL-taught courts, yet we do not know—and when I say “we” I mean the minister, the government—does not know how much the federal government is already contributing towards ESL in the province of Manitoba.

She can be one month from now sitting at the table with her very competent and able staff. Mr. Deputy Chairperson, I never question them; I only question the minister and her colleagues when it comes to persuasion and their ability to be able to get Manitoba's fair share.

Mr. Deputy Chairperson, with respect, when you are sitting at the table, the Government of Canada can say, well, we are contributing; we are giving you \$900,000 for ESL for Red River and Winnipeg No. 1. We are also giving you \$100,000 for this program, \$50,000 for that program, and so forth, and lo and behold, we exceed that \$1.2 million, which is the bottom line from this government when it comes to getting their fair share of the ESL dollars.

So let us say, for the sake of arguing, that in fact happens. What then will be the government's approach to the federal government? Are they going to take the approach that we want to be able to -(interjection)-

**Mr. Deputy Chairman:** Order, please.

### Point of Order

**Hon. Donald Orchard (Minister of Health):** Mr. Deputy Chairman, I can appreciate how you are confused with the questioning that you have just been exposed to. We are dealing with the Estimates of the Department of Culture, Heritage and Citizenship, not some future speculation around the federal government. I wish you would bring the member for Inkster to order to deal with the Estimates.

**Mr. Deputy Chairman:** Order, please. The honourable member did not have a point of order.

\* \* \*

**Mr. Lamoureux:** Mr. Deputy Chairperson, I know the limited capabilities of the Minister of Health. His colleague the Minister of Culture, Heritage and Citizenship (Mrs. Mitchelson) has a few more

capabilities and do not underestimate her abilities to be able to answer the question. So I once again put the question to her, and thank goodness it is not to the Minister of Health.

**Mr. Deputy Chairman:** Order, please. I would like to just clarify for the record that it was the will of the committee then to sit beyond ten o'clock?

**Some Honourable Members:** Agreed.

**Mr. Deputy Chairman:** Agreed.

**Mrs. Mitchelson:** I am not sure, it was sort of a long question with many different components to it, but I will indicate, and I will go back to the letter that I wrote, I have requested of the federal government to give me the information on all the programs that they presently fund in all provinces, and that would include what they fund in the province of Manitoba.

The \$30 million that was announced was new money, brand new money, for all of Canada, and what we are saying is we want that fair share. I have asked the federal minister to clarify how much is coming to our province presently with ESL programs, how much is going to other provinces, and in fact how much of the new \$30 million is going to come to the province of Manitoba? So we will have a base line and my staff in negotiations will have that kind of information to negotiate further funding for ESL.

**Mr. Lamoureux:** Mr. Deputy Chairperson, when does the department plan on starting the negotiations?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, the federal government has not released its budget for CEIC as yet, but our officials have been meeting with federal officials, suggesting ways that money could be used in the province of Manitoba. There has been no final decision.

**Mr. Lamoureux:** Does the government support the federal party's or your federal counterpart's position policy on the noninstitutional funding for ESL?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, the federal government I guess has traditionally. We have as a province funded institutional programming for ESL, and we will continue to do that. I guess we would like to see a commitment whereby institutionally those who require service will receive service, and I guess there are special programs and special needs programs that in fact can be funded by the federal government and are being funded. What we would like to see is the

majority of Manitobans who need ESL training, receive it. I would imagine there has to be some flexibility within the program so that the needs of different individuals are met.

**Mr. Lamoureux:** Mr. Deputy Chairperson, I believe I can virtually conclude on this particular line in the sense that the numbers and figures are somewhat complicated, at very best, and I think at this time next year, I am somewhat hopeful—and I see the thumbs up—that we will get a better idea in terms of the status of ESL in the province of Manitoba. I hope I did not get anyone in trouble by making that comment.

I did want to conclude by saying that this should be one of the highest priorities of this particular department—is English as a Second Language training, because from many communities, it is the single most important issue for them. Unless you allow our immigrants to be able to learn English as a second language, if they do not have that capability, they are going to be put on an unlevel playing field. That is not only unfair to them, it is unfair to society as a whole. I would encourage the government to get what figures it can for the next Estimates process and wait with anticipation to find out what happens then. Also, if the minister can get back to us as an interim, through the mail if we are not in Session, just to give some type of an update when she has a clear picture of the ESL, I would appreciate a copy of that. Sometime in the next few months would be fantastic.

**Mrs. Mitchelson:** Mr. Deputy Chairperson, I would just like to comment. I do agree with some of the later comments that have been made by the member for Inkster when he says that it is very important to ensure that new Manitobans and new Canadians, who do have a language barrier that prohibits them from participating fully in Manitoba's society, should be provided the opportunity to have ESL training and programming.

I will indicate too that, yes, this is a brand new responsibility. I do have the responsibility for Winnipeg School Division No. 1 and the other school divisions throughout the province for Adult ESL programming and training. It has been very difficult for us to answer the questions on the numbers, admittedly so, for what has happened in the past. In fact I did indicate that the federal government did flow money through the Department of Education—a very complicated process.

I have spent many, many hours since I have accepted this responsibility in Winnipeg School Division No. 1 trying to determine what happened in the past. I will reiterate again that I will be held accountable. I will be pleased to be held accountable next year, in next year's Estimates, for what has happened this year and what the outcome of next year's budget process will be and the support by the provincial government for ESL programming in Winnipeg School Division No. 1.

I am also equally pleased that—and you know some people may disagree and I may by next year disagree too, but it really makes it much simpler for me as a minister to have the federal government flowing its money directly to Winnipeg School Division No. 1, because they can be held accountable then for what they are doing with institutional ESL programming.

I do not know if it is the most efficient and effective way as yet, but that will be determined. It is something they have decided to do, but in fact I look forward to the time where the numbers make sense. I know that by next year's budget process, the numbers will make sense. As to what is in last year's budget line, as compared to this year, you are really comparing apples and oranges, because we cannot compare a new delivery system to something which happened in the past.

\* (2210)

If I could give easy, simply answers to percentages, I do know that the provincial commitment has increased. Over the last two years, we have had an increase of some \$200,000 to ESL programming overall, whether it is through Winnipeg School Division No. 1 or Red River Community College. Those numbers can be argued, but I do know that there is more of a provincial commitment.

I do know for a fact that the federal government took \$1.1 million out. I look forward to them putting more money back in. Whatever delivery method they might choose to use, we will give them suggestions on how we best feel as time goes by through the negotiations, how we best feel the money could be utilized in Manitoba.

I want to reiterate that our commitment is strong to provide ESL programming, and I do also want to say again that we are not going to be able to pick up the federal government's share. What we have to do is put pressure on at the staff level, at the

ministerial level. I look forward to meeting and communicating with the new minister, federally, to see what his thoughts, where his priorities are, and how we can try to accomplish the best possible service for ESL programming so the most, the greatest number of Manitobans that require the service will receive that service.

**Ms. Cerilli:** Mr. Deputy Chairperson, I must say that I do have a clearer picture of where the money is coming from and where it is going to and what some of the problems are. So it has been helpful, if somewhat painful, but helpful. I would like to—

**Mrs. Mitchelson:** If I could just interject there and say, no more painful for you than for me over the last couple of months.

**Ms. Cerilli:** I would like to try and wrap up the discussion on this section by asking the minister to go back to the concept of what would she like, what would the minister like, to see in terms of the flow of money from the federal government? Where would the minister like the money to go?

**Mrs. Mitchelson:** Well, Mr. Deputy Chairperson, I think I have answered that several times in several different ways, but I will try again to indicate that I would like to see the majority of Manitobans who require English language training at the adult level, so they can integrate most fully into our Manitoba society, receive that kind of programming.

I do not think it has to be through one specific program completely because I think there are different needs based on whether people are wanting to enter the work force, whether they are wanting to contribute, whether they have young families entering the education system and they want to be able to communicate in the English language, whether they are people who have been here for several years and are wanting that kind of programming so they can better understand and better communicate with all Manitobans.

I believe that there are different vehicles to provide ESL training. I believe that Winnipeg School Division No. 1 does, at this point in time, have a very good program, a quality program with good standards. I have been over to visit the students and the teachers who are delivering the program in the school setting. The excitement and enthusiasm among the students and the teachers is heartwarming. I would recommend to all members of the Legislature to take the opportunity to do that when they can.

I honestly believe that it can be delivered in different ways based on the needs of the community and the needs of the individual.

**Ms. Cerilli:** I asked the question trying to get a sense of the minister's vision, if you will, of what kind of a system is going to meet the needs that she is talking about, and her answer was that she wants to see all the people in the province that require English as a second language training receive that training. My question is how. We have listed a number of programs, and I am starting to understand how they all fit in, from the Applied Linguistics program which receives federal money, the settlement language program, the workplace program, the school division, Red River. Where, from all of those places as well as her own department which has seven staff which co-ordinate money which comes from the federal government, where would the minister like to see the money, the \$1.2 million from the federal government, go?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, I might have some thoughts and some ideas on that, but I cannot indicate clearly at this moment, given that this is a very new responsibility, in that I have not had the opportunity to understand the whole delivery system as yet what I believe is the best method.

I do know that, in fact, we believe at this point in time that Winnipeg School Division No. 1 does provide a quality program. We have concentrated our efforts, but over the period of the next year, before the next budget process, I intend to do some consultation within the community to ensure that I have a good understanding of what the needs are and try to attempt to understand them and try to make some sense of the delivery system which has been so very complicated to figure out over the last couple of months, in my mind anyway.

I could not say today where I would want that \$1.2 million all to go. I think it is a process of staff working with the federal government and me pulling together a branch of Citizenship and including ESL programming along with the Immigration and Settlement aspect, so that we are working together in a co-ordinated way to try to determine where future dollars should be spent to most adequately serve the community that we are trying to teach English to.

**Ms. Cerilli:** The minister has talked about trying to get a better understanding of the needs in the community. I wonder if, with the help of the staff

who are here, she could explain what needs have been identified, if there are some things that are being prioritized that are needs among the immigrant community, what plans are there to try and do this needs identification.

**Mrs. Mitchelson:** We will be addressing that in the very near future, with staff and I sitting down and getting the briefings on what has happened in the past, where we feel our best resources can be allocated to lobbying the federal government to ensure that we get out fair share.

I guess, along with that, I might indicate that negotiations leading up to a federal-provincial agreement on immigration would—one of the things we want to see in that agreement is federal commitment of funding to providing services to new immigrants. That would all be part of the agreement that we will be attempting to negotiate over the next period of time.

It is important that staff within Immigration and Settlement and staff within ESL programming all come together under one division of the department to ensure that we are working closely with the community to assess what the needs are.

That assessment has not been to date looked at in the context of both of those areas being in different departments. I look forward to the challenge ahead, to working with those who have some experience and expertise in not only negotiating with the federal government but also in dealing with the community to deliver the programs that we have in place presently and those that we will be developing in the future.

**Ms. Cerilli:** If there is one thing that these Estimates are revealing is that there is still some work to do in terms of co-ordinating. There is not co-ordination of ESL services under the new branch of Citizenship. I made reference to programs at Red River which the minister has said are actually offered or funded through Family Services. I would think that if the minister, the critics and the people involved in these Estimates are confused, you can imagine how confused people in the community are.

As the minister said, she has been studying this process for a number of hours since she took over the responsibility. I would think that there needs to be some evaluation of the way that programming at Red River and at the school division have been split. I wonder if there will be an evaluation of the new system that is evolving in ESL.

\* (2220)

**Mrs. Mitchelson:** Mr. Deputy Chairperson, it is the new funding system, and I have expressed confusion and I know the critics have expressed confusion too over this process, but I guess as confusing as it is, it is still held up across Canada as one of the best delivery systems.

If you can see how confused we are, there are other provinces obviously that are having more problems. I know that in the province of B.C. there are many, many more immigrants who require access to ESL training, and they are unable to get it. We certainly are not there, but if the system that we have is held in high esteem across the country as being one of the most co-ordinated, and we are moving to co-ordinate a little better, just think what we may have a few years down the road.

**Ms. Cerilli:** One of the other things that I am finding surprising and quite an admission to make is that the program that is co-ordinated under this minister's department, which has seven staff involved in it, the amount of money involved in that program is not known. I find that shocking.

There are a lot of people in the department who are working on the program. I would think if they are involved in co-ordinating services from the grants, that the department would have to know the money involved from the federal government. I would hope that within the next short time, even the next week, that the minister could provide that information to the critics. I find the number of programs offered through the department—it just should be known how much money is involved.

**Mrs. Mitchelson:** Mr. Deputy Chairperson, as I have indicated before, it is a federal government grant program. The federal government allocates the funding directly to the communities. I have indicated that we have seven staff. They do not all spend eight hours a day five days a week dealing with the federal noninstitutional programming.

They have other roles and responsibilities too in co-ordinating the programming in the curriculum at Winnipeg School Division No. 1, so there is a major task there. What I have indicated, out of the goodness of our heart as a province, we are providing staff assistance to communities to help co-ordinate their applications to the federal government for that funding, and I think that the questions could be asked directly of the federal government. I do not know how much of our staff

time should be taken up right at this point in time. I have asked the federal government for the figures and the numbers on money that has come to Manitoba in the past, and I would hope that they will provide that for us. When I get that information from the federal government, I can share it.

**Ms. Cerilli:** From what I know of the programs that are offered through the Settlement Language Program, the language-at-work program, that it is a very unique model, very much community-based, where the community is involved in even, as I understand it, selecting the teacher. I think that is a wonderful model. I was wondering if the minister could clarify then the number of staff and their function in that program.

**Mrs. Mitchelson:** Mr. Deputy Chairperson, I am informed that there are two staff within that seven staff component who work liaising with the community, helping the community to assess their needs and apply for the right programs from the federal government and do some evaluation of those programs. There are two staff that do work on that out of a component of seven.

I guess the question that I might ask of the opposition at some point to maybe comment on would be that, obviously they feel there is a very worthwhile component to the noninstitutional programming and that the communities do tend to develop that based on their needs. Is there a suggestion or a recommendation coming from the opposition that we get out of institutional and go to community-based funding for ESL programming? I am just wondering if that might be a recommendation that is being put forward for consideration.

**Ms. Cerilli:** I think we have to be careful at what we are calling noninstitutional. The things I like about this program is that the participants—it is learner-centered, if you would, to use an educational term, as I understand it. The other thing I like about the program, as I understand it, there is an outreach component to it. You can correct me if I am wrong—I see the staff are looking questioningly.

**Mrs. Mitchelson:** My understanding is that there is not an ongoing outreach but, in fact, once the community does apply or show interest in wanting to access a program, that is where the outreach component does come in.

**Ms. Cerlill:** What are some specific populations that have had their needs met, or specific target groups that have had their needs met through that program?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, my understanding is that there are many different communities that have benefited. There is the southeast Asian community, the Punjabi community. It could be a women's organization—immigrant women, seniors, an ethnic seniors organization that could apply. I can get a little bit more information on the types of organizations that have specifically benefited, but it is a broad cross section of the community.

**Ms. Cerlill:** I guess I am not only interested in finding out the types of organizations but the types of students, the types of individuals who are benefiting.

**Mrs. Mitchelson:** Mr. Deputy Chairperson, I will attempt to get that information from the federal government and provide it.

**Ms. Cerlill:** Again, I would think that information would be in the department since those are the staff who are doing the co-ordination work.

**Mrs. Mitchelson:** Mr. Deputy Chairperson, those staff are not here right at the moment—those who came from the Education branch. I will get any information that they can give me on any work that they have done with any of the communities and provide that.

**Ms. Cerlill:** Could the staff who are here advise the minister of the number of teachers who are employed under that program?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, no, but we can attempt to find that out. The provincial government does not hire the teachers. The community hires the teachers with a federal grant that they receive, so, in fact, it is not information that would be readily available here tonight at committee, but we will attempt to get as much information as we can.

**Ms. Cerlill:** I am interested in finding out the qualifications of the teachers who are involved in that program.

**Mrs. Mitchelson:** Mr. Deputy Chairperson, I think that maybe what the NDP critic should do is get her NDP counterpart at the federal Parliament level to sit in on the Estimates of the minister responsible at the federal level and ask those specific questions to

get that information because it is a federal government grant program. To indicate that we should be accountable for what the federal government puts into grants and programming in the province of Manitoba is something that does not fall under my jurisdiction.

**Ms. Cerlill:** I guess I would like to think that the minister, provincially responsible, would have information and that the department would have that information.

**Mr. Deputy Chairman:** 4.(c) Adult ESL Programs: (1) Salaries \$301,600—pass; (2) Other Expenditures \$301,600—pass; (3) Grant Assistance \$986,800—pass.

Item 4.(d) Multicultural Secretariat: (1) Salaries \$231,000.

\* (2230)

**Mr. Lamoureux:** Mr. Deputy Chairperson, this is one of the areas that I have a number of questions in, two or three—

**Mr. Deputy Chairman:** Order, please. Could we just take five minutes to change around?

**Mr. Lamoureux:** Sure.

**Mr. Deputy Chairman:** A five-minute recess.

\* \* \*

The committee took recess at 10:31 p.m.

#### After Recess

The committee resumed at 10:40 p.m.

\*(2240)

**Mr. Deputy Chairman:** Order, please. The committee was dealing with (d) Multicultural Secretariat: (1) Salaries, \$231,000.

**Mr. Lamoureux:** Mr. Deputy Chairperson, I would like, at this time, to continue on with what I had started I guess about a couple of hours back regarding the Outreach Office. I was saying that the Outreach Office is a step in the right direction. We were glad to hear the announcement back on May 15, 1990, and I believe the question I had asked the minister is, where is the location and when do we expect the doors to open?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, the location has not been finalized as yet and when that is, an announcement will be made. As a matter of fact, we have held a competition which has just closed, and there have been many applications from the community that have come forward during the



competition process. There will be a major task involved in screening those applications and determining who will be hired.

**Mr. Lamoureux:** Mr. Deputy Chairperson, I know that the different groups, different ethnic groups in particular, were fairly happy to hear about the announcement of the Outreach Office. The commitment was back in May of last year. It was reiterated during the last provincial election. We are now almost a year—a couple of more days and it will be one year. What is holding up the process?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, I guess since the announcement in May, there was a provincial election campaign. We were re-elected. During the election campaign, we were in the process and we did, in fact, open the secretariat office. We have that up and running and now we are on to one of the other commitments we made when we announced the policy. Not all of the commitments or all of the things that we indicated were going to happen as a result of the policy. The action plans were initiated all at the same time—the process of a period of time. That office will be opened and will be up and running. When we come to the final decision on location and staffing, those announcements will be made.

(Mr. Ben Sveinson, Acting Chairman, in the Chair)

**Mr. Lamoureux:** Good evening, Mr. Acting Chairperson.

Has the government actually looked into any sites as yet? If they have, what sites? Is it government buildings currently, or are they looking at leasing arrangements from the private sector?

**Mrs. Mitchelson:** I think there have been several options that have been presented. There has been no final decision at this point in time. I would not want to indicate where those locations or what options are being reviewed at this point in time. When the final decision is made, we will make that announcement.

**Mr. Lamoureux:** Mr. Acting Chairperson, I know some governments tend to announce things and reannounce them and reannounce them. We have already had a couple of announcements on this particular office. I am hoping we are not going to hear two or three more announcements before we actually see something materialize.

My question may be a bit more to the point: How soon can we anticipate an announcement, a final announcement that is, for the opening of this office?

Are we looking at a year? Are we looking at two weeks?

**Mrs. Mitchelson:** Mr. Acting Chairperson, I would venture to guess it certainly will be considerably more than two weeks. We advertised fully with an open competition. That process, when you advertise in the ethnic media, does take a little longer than just advertising in the mainstream media. There are some ethnic papers that only publish once a month. We did full advertising. In fact, the process did take a little longer than it normally would to run the ads. The competition has closed now, and we will be evaluating those applications and getting down to a final process. It takes a period of some months and I cannot indicate that it will be two weeks from now, but as soon as we are ready we will make that announcement.

**Mr. Lamoureux:** Mr. Acting Chairperson, can the minister tell me how long it usually takes from the closing of an application to the hiring process? How long of a period are we looking at from the closing before the individual is hired?

**Mrs. Mitchelson:** Mr. Acting Chairperson, I think it probably varies throughout government as far as the screening process goes. I will just check and see what the average—

(Mr. Marcel Laurendeau, Deputy Chairman, in the Chair)

Well, Mr. Deputy Chairperson, normally speaking, it would take about four months. As I indicated, this is a little longer process because, in fact, we had to advertise in the ethnic media. If there is just any indication of how they have responded, there are some 800 applications that have come in for two positions. There will be a screening process that will take a considerable period of time to go through those applications and pick a short list.

**Mr. Lamoureux:** Mr. Deputy Chairperson, I am very impressed, and I am wondering how well it would have worked had we done that for all of the different positions that we have filled. Can you imagine the number of applicants that we would have had and how many people would have been eager to take some of the positions that were being handed out from this government?

The reason why I ask, of course, is in flipping through the Free Press one day, March 30 to be more specific, I did come across one of the ads, and I was very pleased to see it. I also did see it in some of the community papers. Again, I commend the

minister for doing that even though if there is a criticism that could be leveled, I guess it is that it could have been done earlier—not wanting to let the minister off too easily on it.

If it takes, let us say, an average of four months, it should then be safe to say that we are looking at toward the end of the summer when we will see the office open up. Is that not a fair assessment to make—or at least the staffperson to be hired?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, as I have indicated, it is government's prerogative to make those announcements when the times comes, and I will do exactly that.

**Mr. Lamoureux:** That is quite right, but it is also the opposition's prerogative to ensure that the government keeps on track and that we do not do things for alternative motives.

Mr. Deputy Chairperson, speaking of advertising, I know in our last Estimates there were some questions—and we put most of those questions forward regarding the appointments of the Multicultural Secretariat's office itself. At the time, there were two policy analysts, one who came up through the Civil Service, another one who was appointed.

Now in asking the questions back then, I was assured that this was an appointment only because there was not enough time to fill the position and that, in fact, it will go through the Civil Service. It will be advertised and that position will be fulfilled in much the same fashion in which we are trying to fill the position of the Outreach Office. Naturally, as a follow-up to that, I would ask the minister if we have a new person in that position.

**Mrs. Mitchelson:** Mr. Deputy Chairperson, we do not. We have the same person still on an acting basis. I did commit to an open competition, and there will be an open competition. I believe if you look back at Hansard from the last set of Estimates, I did indicate that after the Outreach Office opened we would be advertising that position.

\* (2250)

**Mr. Lamoureux:** I cannot recall hearing the comments regarding—after opening the Outreach Office, but I will have to reread it, I guess.

The minister's comments at the time were something to the effect that the position comes up at the end of December and that you likely would not have enough time to advertise by that time. So what

you would like to be able to do is to extend it for another three-month term position. Did you in fact extend it for three months?

**Mrs. Mitchelson:** Yes, Mr. Deputy Chairman, and all term positions throughout government are extended on a three-month basis and then have to be re-extended. You know, that can be done more than once.

**Mr. Lamoureux:** Mr. Deputy Chairperson, I asked the minister why it is that she would have to wait for the Outreach Office to be opened before that position can be advertised?

**Mrs. Mitchelson:** Well, Mr. Deputy Chairperson, we have a person in that position that is functioning and performing duties fairly well at this point in time. When in fact we deem it advisable to advertise, and I will not continue to say that it will be after the Outreach Office opens. If, in fact, it is a prolonged period of time, we may advertise or bulletin sooner. I am not going to make that commitment today. We will determine as time goes by when the proper time will be, and we will bulletin accordingly.

**Mr. Lamoureux:** You know, Mr. Deputy Chairperson, inevitably every government, of whatever political stripe, does change. We saw that in Ontario after 42 years of Tory governments. We will see that in this government; hopefully, it does not last 42 years. When there is a change in government, there are certain positions that are lost, certain appointments that are not reappointed. In fact, there are numerous amounts of severance that is given in order to replace individuals.

The government has made some appointments that many would question, including myself, and if this government was replaced by another government, I think what she is doing or what she is leaving open is a disturbance over at the Multicultural Secretariat's office because of the manner in which those positions were filled. I think that is a disservice to the multicultural community. Whether it is true or not, the perception is that they were politically based appointments, at least two of the three appointments. If there was a change in the government, I would suggest that those positions would have to be looked at. I do not believe that it is a positive thing for these positions, because these are positions that should be apolitical. Would she agree with me on that?

**Mrs. Mitchelson:** Well, Mr. Deputy Chairperson, I can guarantee, if we have a Conservative

government in the Province of Manitoba for 42 years, that I probably will not be here at the end of the 42 years, but nonetheless -(interjection)- You will have to roll me in my wheelchair.

Mr. Deputy Chairperson, I guess we have to take a look at, you know, people of all political stripes, and there are people who are Liberal and NDP, I will admit, and Conservatives that have made major contributions to the multicultural community over the last number of years. I do not think that contributions to the community belong to any one political party. There are people out there who have a political affiliation but are very credible members of the community, whether they be Conservative, Liberal or New Democrat, or have no political affiliation whatsoever.

I believe that we have a person who has had a long commitment to the community, and I think the perception out there in the community is that we have a person who is competent and capable of doing the job.

I guess I might ask what the Liberal Party policy right at this point would be, that if they were government tomorrow, the critic could guarantee me that there would be an open competition to fill absolutely every position, and if he felt there were people who maybe, at this point in time, had a political affiliation of some sort, if they would be severed immediately if there was a Liberal government in power and if they would hold an open competition for absolutely every position that was to be filled in the new government.

**Mr. Lamoureux:** Mr. Deputy Chairperson, I am in fact introducing a resolution to deal with political appointments and would encourage the minister to read the resolution, and she will find out exactly what not only my position is, but the Liberal Party's position is on political appointments.

We had debated this at length in the last Estimates—the appointments—and ultimately agreed that we were not going to agree in how the office was established and how it came about.

It is important that I do say that we do support the office of the Multicultural Secretariat, much like the Outreach Office. It is a very good idea. I think it would have been better if we would have allowed it, like the Outreach Office, to be open for competition. It is not to say the current director would not be there. In fact, he could have stood equally as good a chance as anyone else applying, but unfortunately

there is something, a public perception out there, and I believe in the public perception on this particular issue.

What is the government's policy for the Multicultural Secretariat when it comes to events, social events and so forth? Is it government policy to have people from the Multicultural Secretariat at these events, and if so, why?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, it is the responsibility of the bureaucracy whether it be in the secretariat, whether it be in the Women's Directorate, whether it be in a government department that if, in fact, there is an event or an activity underway, it is in the best interests of the bureaucracy that is serving the community to attend events.

In many instances, if a minister cannot be available to an event that he or she is invited to, someone from the Civil Service goes and represents the minister. Very often my deputy will represent me, and if he is not available to go, someone within the department, at whatever level it might be, will go and represent government. That is a policy that has been carried on from government to government. It is in the best interests of the community and the secretariat to know who is out there, what the issues of the day are and how government can best serve those needs.

Certainly it is government policy. That has not changed from one government to another, and it is common practice, I would say, at every level of government.

**Mr. Lamoureux:** Mr. Deputy Chairperson, I would be interested in knowing if there is, in fact, a protocol that the minister uses. For example, if she is unable, does she go to her colleagues first, the deputy minister, to the Multicultural Secretariat, to another branch, or does it depend on the event and then a decision is made at that time?

**Mrs. Mitchelson:** These decisions are made on an individual basis. If it is a multicultural event, obviously it would be the priority of the secretariat. If it was a cultural event, it might be the Director of Cultural Resources. If it was a Historic Resources event, it might be—and if it was outside the city of Winnipeg it might be Regional Services staff for the department, one of the Regional Services staff who might live in that region of the province that has extended an invitation to government. It is on an

individual basis. The decision is made on an individual basis, on a case-by-case basis.

\* (2300)

**Mr. Lamoureux:** The Outreach Office is going to have fixed hours, I take it, when it is going to be open. The Multicultural Secretariat's office, does that have fixed hours for being open? Are the staff there from 8 to 5 or 9 to 6, whatever—9 to 5?

**Mrs. Mitchelson:** Staff are there from 8:30 until 4:30.

**Mr. Lamoureux:** Was there any name change in the classification or a different classification? I know you had two policy analysts. Do you still have two policy analysts? Are those the official titles for the positions? I had heard at one function I was at that there was in fact a change. You now have a community liaison officer. Is that true?

**Mrs. Mitchelson:** They are both still policy analysts.

**Ms. Cerilli:** I will pick up on one area that my Liberal colleague was asking about and that is the relationship between the minister and the various staff in the secretariat and the department. I wonder if the minister could give a summary of the events that she has attended in the last couple of weeks or month, particularly just in the area related to multicultural concerns

**Mrs. Mitchelson:** I would have to go back to my appointment book to get that kind of information. I know I went to the anniversary at the Casa Du Minho Portuguese Centre and an event of the Manitoba Parents for German Education. I went to an activity at Point Douglas School last week. It was Multicultural Education Week, and several of the classes were presenting information on their countries, on their background, their traditions and their cultures. I attended that function. It is hard to remember off the top of my head, but those are three in the last couple of weeks that I have attended.

**Ms. Cerilli:** I would just be curious to do some comparison between the events that the minister is attending and the events that the staff are attending. I see the staff at a variety of events. Could the minister put together a list like that?

**Mrs. Mitchelson:** I think, Mr. Deputy Chairperson, we could pull together a list like that. I know some of my colleagues have attended events too. I think the member has to realize that in my varied responsibilities for the Status of Women, for the

multicultural community, for the department of culture, heritage, recreation, citizenship and lotteries, I could attend events seven nights of the week. Sometimes on some evenings I have invitations to two or three different activities.

I have invitations rolling in on a regular basis from all parts of the province to attend different functions. If, in fact, I cannot attend because I have made a previous commitment because of some of my other responsibilities, staff do attend. Some of my colleagues do attend on my behalf. I have daily invitations, sometimes two or three in one day.

**Ms. Cerilli:** I guess I would just encourage that there be some protocol because with this area too, there is a perception out there, because of some of the issues that the member for Inkster (Mr. Lamoureux) referred to, with the nature of the appointments to the secretariat, their being political appointments, that there is some questioning of how the staff from the secretariat are being utilized by the minister in terms of attending events.

I am wondering if the minister is aware of that. I assume that by the line of questioning the member for Inkster was taking, that this was one of the things that he was investigating.

**Mrs. Mitchelson:** Well, Mr. Deputy Chairperson, I guess the motives of the secretariat are questioned in the minds of the opposition. I would imagine that any community out there that has an interest in multicultural issues and has a government person who is responsible for co-ordinating government activities throughout government regarding multicultural issues would welcome as many people as possible to attend events, to be able to discuss with them issues that are of importance and are of concern.

If members of the Multicultural Secretariat cannot feel comfortable going to any event that either the minister is invited to or they are invited to themselves—and I know the secretariat does receive invitations on their own. Even if I get an invitation, the secretariat often receives an invitation to go to events also. Maybe politically the opposition is questioning, but I would feel that the more information the secretariat can share with the community, or the more they can listen to the community express the issues that are affecting them, obviously the better we as government are going to be able to serve the community.

**Ms. Cerilli:** I am simply reflecting impressions that I have had from members of different organizations and from people active in ethnocultural communities with respect to that.

I also just want to ask some general questions about the activities since the last time we had a chance to sit down over Estimates, of the secretariat, maybe a summary of the major accomplishments.

**Mrs. Mitchelson:** I guess the secretariat opened on August 20, 1990, which was approximately eight, nine months ago, and the executive director was hired in October, I believe.

What has been happening in the secretariat is that there has been an active interdepartmental committee that meets on a regular basis to discuss issues. They meet once monthly, anyway, and the executive director does chair that interdepartmental committee.

Their main priority has been to review the paper that was presented by the Manitoba Intercultural Council on recommendations on combatting racism, and what we have been doing is dealing with all departments to see what initiatives are presently ongoing and take a look at how we might implement some of the recommendations. That has been a key priority area of the secretariat.

**Ms. Cerilli:** Just to clarify, how often is that committee meeting?

**Mrs. Mitchelson:** The committee meets once a month.

**Ms. Cerilli:** In between the meetings, what are the activities relating to the recommendations?

**Mrs. Mitchelson:** Well, Mr. Deputy Chairperson, each department has submitted to the secretariat initiatives that are ongoing within their departments. They have taken a look at the recommendations, both the long term and the short term.

The short-term recommendations we are attempting to deal with now, as to how some of those can be implemented, and the long-term recommendations, of course, will be ongoing, and each department will have to continue to report on progress on initiatives. I mean, that is only one of the things that are ongoing, but the interdepartmental committee is actively involved in compiling and working with the secretariat on multicultural initiatives, on co-ordinating those.

**Ms. Cerilli:** Can the minister clarify what specific departments and what specific recommendations are currently being worked on from the combatting racism report?

\* (2310)

**Mrs. Mitchelson:** Mr. Deputy Chairperson, obviously our Department of Culture, Heritage and Citizenship is involved. Education and Training and the Women's Directorate sits on the committee. The Civil Service Commission, Industry, Trade and Tourism, the Department of Justice, the Department of Family Services, the Department of Labour, the Department of Health, the Department of Native and Northern Affairs all sit on that committee.

There are initiatives that are ongoing, that have been ongoing, some for several years, that were implemented under former administrations; other new projects that have been implemented under this government and those recommendations that will need to be implemented, the short-term ones.

I have indicated previously that the major initiative that has been undertaken by this government is working in co-operation with the Manitoba Federation of Labour in recognizing, as the Federation did recognize, that there is racism in the work force throughout the province of Manitoba and within their unions.

They wanted to pursue an initiative whereby they could come to grips with pulling together a program that might be able to be utilized throughout the organizations that they represent, so they came to government for funding. I guess when they came and approached us, we felt that it was indeed an important initiative and that in fact what we would do would be to provide the resources through a staff person to work with the Federation of Labour to try to implement a program that would, not only deal with union organizations, but deal with Manitoba society in general.

In fact, if we as government could work together with organized labour to try to develop initiatives that could cross governments, our education institutions and those workplaces that the unions had a specific interest in, we could have a program that would not be duplicating, we as government would not be duplicating, something that had already been done that could apply to the whole work force in the province of Manitoba.

I met with them just last week; maybe it was two weeks ago now. One week runs into the next. Was

it last week? I think it was on May 8. Was it? Yes, it was on May 8 with the Federation of Labour to get an update on what has been happening. We were at a point together where the modules that have been developed are going to be piloted, one within government, and that will be within my department, one within one of the ethnocultural organizations, one within the labour movement, and the fourth one is northern stores.

What in fact is going to happen is, they are going to pilot those modules, refine them if they need refining, and then we can implement them. We felt it was important that, rather than duplicating efforts and spending more money trying to develop programs that would combat racism, we would try to use what has been developed over the last just over a year or so, I guess.

If we can pilot it successfully and adapt it to the needs of government, then we will be implementing that. As you know, there was an audit done of the Civil Service that indicated there was racism within the Civil Service, so we do not take that criticism lightly. If there is something that can be implemented, we will indeed use the modules that have been presented and been developed in co-operation with government staff and the Manitoba Federation of Labour.

We are optimistic, and we are actually quite excited about the prospects of us being able to work together.

**Ms. Cerilli:** I am familiar with the package that is being developed, and it sounds like a wonderful program. I am concerned, though, that the program is getting the funding that it requires. Can the minister clarify the amount of funding that has gone with the development of the package or the funding agreement with the Federation of Labour?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, we met with the Federation of Labour last week and have not been asked for any more funding. Initially they asked for—I cannot remember what the original request was for funding, but in fact the funding that we provided by the means of a staff secondment for two years is somewhere in the area of \$80,000 to \$100,000. That was more than what they had asked for. Their funding would have been used for staff resources, and we were able to provide that. They have not requested any more funding. The modules have been developed. The staff

resources that are there right now will be piloting the project for both government and for the federation.

**Ms. Cerilli:** We can get into a lot of detail here. This is just one specific program and I do want to get sort of an overview. I have the interim report from MIC on racism with me. I do not want to spend too much time on this specific initiative. I agree it is much needed. It is hopefully going to be a very progressive and effective module for training people. It is specifically to be used in which sectors of the community?

**Mrs. Mitchelson:** I am sorry, I was not—

**Ms. Cerilli:** Which sectors of the community? As I understood it, the pilot was going to be in Culture, Heritage and in Northern Stores which, I would assume, has a labour organization that has been identified through Labour, and they have agreed to have the program targeted there.

**Mrs. Mitchelson:** Mr. Deputy Chairperson, I do not believe—and we are all just trying to recall from the meeting—that the Federation of Labour indicated to us what organization they would be piloting the module in. It was one labour organization; Northern Stores was another one and the fourth one, I believe, was up for discussion. Staff who had been working on the modules were going to choose or attempt to find one ethnocultural community that they could work with. I think that was the fourth.

**Ms. Cerilli:** With the recent incidents in the schools that we have been aware of this week, I am wondering if the minister would think that this specific module would be appropriate in any way in the schools either to deal with staff or—I certainly do not think that the same module could be used in the schools with school children as it could be used with adults.

**Mrs. Mitchelson:** Mr. Deputy Chairperson, there are eight different modules. I think that one of them, quite probably, could be adapted. From any indication that I have had from those who have been working on the modules, they could be adapted to the education system. I do not know if that was one area—we could receive some clarification, I guess, on whether that was an area that was going to be piloted. I do not recall that being mentioned at this point in time.

I can attempt to get some further information from the Federation of Labour on whether in fact—we just received the modules last week, and I have not had a chance to go through them to see how they might

be applicable to different areas of the community. Just from talking to staff, they did seem to feel quite positive about the modules being able to be used in the education system as well, or some of them being adapted. They would all be somewhat different.

**Ms. CerlIII:** Would that program not contain specific ideas for how to deal with racist incidents?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, the modules will have to be adapted to the specific needs of the community or the organization that will be using them. The sense that I got from talking to the people who had been working on it at the meeting was that, you know, sort of the co-operative approach, whereby you are not forcing someone but you ask for volunteers. When people take ownership over becoming involved then, in fact, you get productivity out of them. I do not think it is one of those programs whereby at this point in time it is going to be forced upon someone. I think within my department we will be asking for volunteers to test pilot the program and try to get a broad cross section of the department rather than just one specific area.

I think that once you get enough people involved, then those people will become the trainers and we will do some training for trainers, so that people within the system can train and work with others. It is going to start at that level, and, as I said, the modules will be adapted to meet the needs. If they need to be changed somewhat, that input will come from those that are in the pilot project.

\* (2320)

**Ms. CerlIII:** Yes, one of the problems with professional development that you always run into is often the people who need the courses the most are not going to be the ones likely to volunteer. That is something that they will have to deal with.

I am concerned about the implementation or curious about the implementation plan for the program, if that is something that is already being developed. What kind of money will be allocated for the implementation of the modules and where the money will come from?

**Mrs. Mitchelson:** Well, Mr. Deputy Chairperson, I think that the modules within government we will have to determine as we go along. I have indicated that because our department is being piloted, that as soon as my Estimates are over—and that is legitimately so, because I do not have a lot of time in between—I am going to be sitting down with the

person who will be piloting the project within government to work out any of the details.

We met last week. I was presented with the modules. We will be meeting to determine which module will be used within the department, where we will get the people to participate in the pilot throughout the department and what the process will be. That will be developed as soon as we can get together.

**Ms. CerlIII:** I guess I am thinking beyond the piloting stage. I am thinking of the implementation. I can understand you will want to pilot, and then there will be some modification perhaps, but to just address—is there a plan that is being developed now, and what kind of money is going to be allocated to go with the program?

**Mrs. Mitchelson:** That will have to be determined in consultation with the person who will be presenting and put into place once it is determined to be workable within the Civil Service. I have every confidence that it will be. I think there has been a lot of time and effort that has been put into developing it.

**Ms. CerlIII:** That is one initiative in the Department of Labour. What initiatives are there in some of the other departments that the minister mentioned?

**Mrs. Mitchelson:** Are you asking what the secretariat has been doing over the last period of nine months?

**Ms. CerlIII:** Yes, this line of questioning was specifically dealing just with the interdepartmental committee that the director is chairing, and we are looking at implementation of the report on racism from MIC.

**Mrs. Mitchelson:** I have indicated to the Manitoba Intercultural Council, when we met with them as a cabinet just two weeks ago, that we realize and we recognize that there is a need to move, that, in fact, we have the recommendations coming from—and they knew I was going to be meeting with—the Federation of Labour.

They did not want us to be duplicating anything that was being worked on by the Manitoba Federation of Labour either, so I indicated that once I got those modules, we would be working together with the Manitoba Intercultural Council. They agreed that in these times we should not be duplicating the effort.

There are programs that are ongoing throughout government departments, and, as I said, some of them were initiated under the former administration and continue to be ongoing and some of them are new. We will have, as I said earlier, a new program that will be announced, a Bridging Cultures program that will deal with communities. So, you know, anything that is new will be announced in due course as we proceed with implementation.

**Ms. CerlIII:** I am specifically interested in the report on combatting racism. I will spend some time on this. It is an important report. We get questions about it all the time. It is something the communities want a lot, and that is where I would like to focus some time right now.

I know the minister has said there are a number of departments involved in the committee. What I am interested in finding out is, in other departments, specifically in areas like health, education, what are some of the other projects? I will not go into as much detail, I do not think, as the last one unless I get really curious, maybe. I know it is getting late. We do not have much more time here tonight, but I just want to get a general idea of what are some of the other initiatives from other departments.

**Mrs. Mitchelson:** I guess as far as interdepartmentally, or what is going on in different departments as far as combatting racism, it would be any multicultural initiative because if, in fact, we have programs for communities that are encouraging communities to work together, to understand each other, to co-operate and to work in partnership, and if we are trying to break down barriers, those are all antiracism initiatives. Maybe that is the kind of information that I could provide, unless there are other specifics that I am not aware of.

(Mr. Jack Reimer, Acting Chairman, in the Chair)

I would like to know exactly where the critic is coming from when she says, what antiracism initiatives. If, in fact, we have training for all government employees and MLAs that does cross-cultural training, that would be the major initiative throughout government. We will start it in our department and if it is something that can be used, and I believe it will be able to be used throughout government, then, in fact, that will be implemented throughout government departments. I think that is probably the place to start.

There are all kinds of programs ongoing throughout government that encourage intercultural understanding through programming and that assist newcomers to adapt to the province of Manitoba. There are initiatives within the Health department that break down barriers to access to health care for those who have difficulty accessing the system. In the mental health area we have a mental health specialist who works in close liaison with the ethnocultural communities and other government departments to ensure that mental health programming is being delivered in a culturally sensitive way.

Through the Department of Education and Training there are initiatives. I know that right within our own department we have a volunteers-working-together component of the department, a skills program so that there is training for trainers. I know within the department we have worked with different ethnocultural communities. I know that communities apply and access funding through MGAC and through the department for seminars on cross-cultural awareness. I do not know how much more detail you would like me to go into.

\* (2330)

**Ms. CerlIII:** Mr. Acting Chairman, the minister listed a number of other departments that are on the committee. Maybe I am misunderstanding what the committee is for. Is it specifically to just deal with the labour module, or is it to look at issues and areas in all the different departments where there could be programs to deal with either cross-cultural issues or racism issues, particularly in departments, for example, like the Attorney General's where you could see what kinds of programming could be implemented in that department that would deal with these issues?

**Mrs. Mitchelson:** Mr. Acting Chairman, if I could just clarify, one of the things that the interdepartmental committee has undertaken is to look at the recommendations that came from the Manitoba Intercultural Council, but that is not their sole responsibility.

They are under the Multicultural Secretariat. It is the co-ordination of government programs that deal with the multicultural community. Racism is one of those initiatives that they are working on, but there are many, many other things like the co-ordination of intergovernmental departments to deliver



programs in a co-ordinated fashion, so that there is not duplication and that, in fact, the community is being best served through the secretariat.

The role and the function of the secretariat is to co-ordinate intergovernmentally programs that are culturally sensitive to deal with all aspects of multiculturalism. So, in fact, one of the things that they have been doing is working on compiling information from government departments on programs that are ongoing and dealing with those things.

One of the other things that they are doing is looking at multicultural arts funding as a result of the arts policy review that indicated that the communities out there did not want to be segregated from being able to obtain arts funding for professional initiatives. We have staff from my department right now working with the secretariat, with the Multicultural Grants Council, and with the department to look at how the professional arts within the community are being funded and whether, in fact, there is another mechanism. Any decisions that are made surrounding that will be done in consultation with the community. So that was one of the areas that they have been looking at.

They are in the process of preparing a white paper for our multiculturalism act. That is another one of their functions and responsibilities. They meet with communities and organizations and individuals from the community when they call and request information, and there are several of those meetings.

Those are all activities that are ongoing and being undertaken by the secretariat.

**Ms. Cerilli:** I guess the idea that I am getting at is the kind of things you were raising with your department looking at arts funding. I know one of the issues respecting the multicultural community in terms of arts funding is that some of the more mainstream cultural organizations do not pay tax on their buildings, whereas an ethnocultural organization that has an arts facility will pay tax on their buildings. I am wondering if those are the kinds of issues that are being looked at department by department, or even just specifically that issue. Is that something that is being considered by the department?

**Mrs. Mitchelson:** Mr. Acting Chairperson, any of those that are exempt from paying taxes were established under The Centennial Projects Tax

Status Act. There have been organizations that have been added to that list. The Royal Winnipeg Ballet building, the Prairie Theatre Exchange and the Ukrainian Cultural & Educational Centre were added to that, but those were done at the request of the City of Winnipeg. The City of Winnipeg came to the Province of Manitoba and asked that we give them tax exempt status under The Centennial Projects Act.

The provincial government does not do that kind of thing without recommendation. The City of Winnipeg has to come forward, so it is a city issue. In fact, maybe that is information that should be provided to the community too, that if in fact they want tax-exempt status—a good point. I think that we could communicate that to them, anyone who is looking at that request, that it is up to the City of Winnipeg to say that they will forgo the taxes and ask the province to include them under that act. We have done it only at the city's request.

As far as funding of the arts, there are many ethnocultural community arts organizations that could be categorized as professional in some way, but they do not receive professional-type funding, because in fact I suppose their artists are not paid. You know, there is a difference between professional and amateur, I suppose, and maybe there should not be, based on whether they are paid for the work that they perform or not.

Those are all issues that are being looked at right now. They were raised as a result of the Arts Policy Review. We have to come to some sense of how we are going to deal with those community organizations that are very professional in calibre but, in fact, have not been recognized to be part of the mainstream arts funding through the Arts Council. So that is something that we are actively pursuing right now, and we will be trying to come forward with some recommendations on how to deal with that.

**Ms. Cerilli:** One of the other areas that needs attention—and I wonder if there is someone on the committee from this department, but one of the recommendations in the report deals with the Attorney-General's departments and having members of the judiciary go through a cross-cultural course. Is there someone on the committee from that department? I guess one of the things I am concerned about is we do not wait until the modules are done before we start putting things in place and

getting organized so that things can be implemented.

(Mr. Deputy Chairman in the Chair)

**Mrs. Mitchelson:** I missed the end part of that question. I guess there was a question of whether there was someone from the Department of Justice on that committee, and yes, there is. The answer to that is yes. That recommendation was put forward and the Minister of Justice (Mr. McCrae), through his department, has responded that he would consider bringing it up with the Chief Justice of the Province of Manitoba. I do not think that we can force the judiciary to take cross-cultural—but we can strongly recommend it. So I think he has indicated that he would raise that issue with the Chief Justice.

**Ms. Cerilli:** Can the staff assist in clarifying if there has been a report back from the person who is on the committee from the Justice department, and if there is a response from the Chief Justice?

**Mrs. Mitchelson:** I do not believe it has been raised with the Chief Justice as yet, but we will be monitoring that and following through on whether in fact it is raised and what the response has been from the judiciary.

**Ms. Cerilli:** Maybe to summarize, if the minister could go back to the list of departments she read into the record that are on the committee, I could see if there is another one that I am interested in.

**Mrs. Mitchelson:** Health; Education and Training; Family Services; Industry, Trade and Tourism; Labour—

**Ms. Cerilli:** That is good. I got one.

**Mrs. Mitchelson:** Okay.

\* (2340)

**Ms. Cerilli:** Another area that I am particularly interested in is Child and Family Services and the whole area of family services. There are special needs related to the ethnocultural communities and training Child and Family Services workers to be sensitive in dealing with families that are from other countries, specifically if they are recent immigrants, specifically if they come from areas where there has been a lot of political strife or war.

I am wondering if there are any initiatives involving Child and Family Services, if members from not just Family Services, but CFS are involved in the committee.

**Mrs. Mitchelson:** There would be someone, a person from the Department of Family Services. It

is intergovernmental, so it would be intergovernmental departments that would sit on the committee.

Mr. Deputy Chairperson, through Immigrant Access Services, which has just been transferred over to my department—it was a part of Family Services—it is a function of their role to ensure that Child and Family Services agencies are provided with information on access to culturally sensitive issues.

**Ms. Cerilli:** Can the minister report on the number of CFS staff or Family Services staff that have benefited from that kind of cross-cultural training?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, again I have to indicate that any detailed question—we are responsible as the secretariat in the intergovernmental committee to co-ordinate services and to know what is going on within departments, but any specifics on detail of programs that are ongoing within departments are the responsibility of the Minister of Family Services, and he would have to be asked for that detailed information.

**Ms. Cerilli:** This is very helpful. I think that when I am talking to people now, I can give some really specific information about what is happening with this report. I would just encourage the whole concept of using what I refer to as the system-change approach, where you cannot do one thing at a time, you have to do everything all at once. We cannot wait for one thing to be completed before we start the next thing.

I would like to move on to another area which the minister mentioned, which is the white paper. When I read and heard the opening remarks, I was surprised that there is yet another paper going to be circulated related to multiculturalism, and I guess I would just ask the focus and intent of the paper.

**Mrs. Mitchelson:** I did indicate during the last set of Estimates that we would be putting forward a white paper to the community, and when that paper comes forward, it will be looking at what we want to see in the legislation and asking the community for their input. It only makes sense, I think, to ensure that when we bring in a piece of legislation that, in fact, there has been some community consultation around that process, so that there is the least possible opposition because we have a consultant. So very often government gets accused of bringing in a piece of legislation that we have developed all

on our own without the community support, and then there are many, many amendments that have to be brought in as a result of government doing it on their own.

In fact, if we have a piece of legislation that the community—if we can present to them through a white paper what we are proposing to put into legislation, and if, in fact, the community has some major concerns about certain areas, they will provide us with that information and we can make the changes before it is introduced into the Legislature. That is the purpose of a white paper, and it does happen, and from time to time all governments have introduced a white paper so that the community can input. I think the process provides for a better piece of legislation being introduced.

**Ms. CerIII:** Can we have some specific information about what areas the act is going to address?

**Mrs. Mitchelson:** Yes, and I guess we will have to say that it is going to be what the white paper will address. Then, if the community feels that there are other things that need to be included or things that should be excluded, then we will accordingly make those changes.

I guess it is the overall multicultural strategy. We have brought in a policy, and we will be putting that policy into place in legislation. We will include in it the Multicultural Secretariat, the Outreach Office, and the Manitoba Intercultural Council. I know from time to time we have had debate in the House on a piece of legislation to just change the MIC Act. I have indicated that yes, we realize and recognize there are changes that need to be made and that it was not going to be done on an ad hoc basis, but it would be done when there was a multiculturalism act brought in. So the act will deal with putting into place a legislative structure for the Manitoba Intercultural Council with changes that we all may deem need to be made. It will deal with the secretariat and with the Outreach Office. Those are all things that will be presented in the white paper for community input before the legislation is brought in.

**Ms. CerIII:** Which staff person is responsible for the white paper and working on the act?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, it is the Multicultural Secretariat that will be preparing the white paper. They do it in consultation with Legislative Counsel, and it is Legislative Counsel

that puts the legal terminology around a piece of legislation.

**Ms. CerIII:** This is another thing that a lot of groups are anxious for—the act, and they hope that they are not going to have to wait until the election to hear about promises about the act. I was encouraged to see that the paper will go out this summer. Is there a schedule beyond that for feedback from the community and from there developing the act itself? Can you fill us in on the time line?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, I would think a couple of months once the community has the paper, if they have a couple of months to respond. We all know that we cannot, you know, put it out and expect them to respond over the summer months, but into the fall they should be able to respond. Hopefully by next session we might have something that could be workable. I guess it all depends on the community, yes. It depends on what the community responses are and how much work we need to do too. It would be really nice if we had a sort of general consensus from the community and also consensus from the opposition that this was the type of legislation that should be introduced. I would guarantee at that point then that the passage would be very swift if we all agreed.

**Ms. CerIII:** What kinds of requests is the secretariat fielding? What kinds of inquiries generally?

\* (2350)

**Mrs. Mitchelson:** Well, they call on a variety of issues. They call on, you know, school and university projects for information from government. They call on ESL programs, on accreditation, immigration issues, I guess just a broad cross section. I am sure that opposition members are aware that within some communities there have been some difficulties and some problems and they might call the secretariat to discuss some of the issues surrounding those problems too.

**Ms. CerIII:** I remember my days in the Civil Service and meticulous record keeping, so I am sure that the secretariat staff have a record of the number of inquiries that they have had.

**Mrs. Mitchelson:** Yes, we have a list here. We will count them all up and provide that information. A considerable number of groups and organizations have been talked to on the phone, have been met with on an individual basis or a group basis.

**Ms. Cerilli:** Does the secretariat director not have to do monthly summaries?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, I am in almost daily contact with the executive director of the secretariat and we discuss, definitely, on a weekly basis the issues. He does not do a monthly summary of absolutely every phone call that he has had and every person that he has met with, but if an issue needs to be raised and brought to my attention because there is a decision that needs to be made, yes, I am brought up to date.

**Ms. Cerilli:** Can we expect to have an annual report from the secretariat?

**Mrs. Mitchelson:** There will be an annual report of some sort. Whether it will be as a part of the departmental annual report after the first full year of operation, or whether it will be an individual report has not been determined right at this point in time, but there will be an accounting procedure through an annual report for the Multiculturalism Secretariat.

**Ms. Cerilli:** I would encourage an annual report that is somewhat separate because of the nature of the secretariat. That would include not only financial information but also, I think, more importantly, a record of activities and contact similar to what a lot of the other bodies like the secretariat provide.

**Mrs. Mitchelson:** I will certainly take that under advisement. We might do a Citizenship Annual Report which would include all aspects, and we might do it individually. As I said, that has not been determined as yet. They are part of my new responsibilities and, of course, the secretariat has not been open and functional for a full year as yet, but there will be a reporting mechanism.

**Mr. Lamoureux:** Mr. Deputy Chairperson, I have a number of questions regarding the role that Multicultural Secretariat plays when it comes to the awarding of grants to the multicultural communities. I believe to understand the Multicultural Secretariat is in contact with the multicultural grants advisory board?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, they are in contact just like they would be with any other community organization, but not part of the decision-making process.

**Mr. Lamoureux:** Is there any type of reporting to the Multicultural Secretariat's office from MGAC at all?

**Mrs. Mitchelson:** No, there is not.

**Mr. Lamoureux:** Does the secretariat's office keep tabs in terms of where the grant monies are going to or applications at all?

**Mrs. Mitchelson:** No, Mr. Deputy Chairperson, the Multicultural Grants Council reports directly to the minister, so the grants are administered through grants administration in the Department of Culture, Heritage and Citizenship, and it is the staff within grants administration that administer the cheques. It is the grants council that makes the decision independently of the minister or any other area of government.

**Mr. Lamoureux:** The list that we were given earlier this evening, who made that list up?

**Mrs. Mitchelson:** Multicultural Grants Advisory Council provided that list.

**Mr. Lamoureux:** Does the office go out to any of the functions to present cheques or anything of that nature? They do not play any role with the grants whatsoever, is that correct?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, I have absolutely no way of knowing whether in fact any members of the grants council are invited to any communities—

**Mr. Lamoureux:** Not the council, the secretariat's office. Do they do any of that?

**Mrs. Mitchelson:** No, Mr. Deputy Chairperson, they have never presented any cheques from the grants council.

**Mr. Lamoureux:** Mr. Deputy Chairperson, I wanted to go through what it is that the Multicultural Secretariat's office actually does. Can the minister give us the average day? I know you have four people. Is this time spent more so on meetings with different organizations? Is it spent on the telephone? Is it spent preparing papers for the government?

**Mrs. Mitchelson:** Mr. Deputy Chairperson, it is a combination of all of those things. There are all of those responsibilities. I think that the member from Inkster must have been saying in jest, can you give me an average day, because I think that when you are dealing with any community, when you are dealing with government, there is no average day. Every day is unique and special. It is certainly not mundane, let me say. There is not a day that goes by that there is not an issue that comes up that requires some special consideration or attention. It

is not only unique to the multicultural community, it is right throughout government.

There cannot be an average day. I do know that time is spent every day by members of the secretariat answering phone calls, meeting with organizations, developing briefing papers, responding to work that is being done by the intergovernmental committee. Of course, I have my weekly meeting with the executive director who brings me up to date on the issues that are facing the community. They prepare briefing notes and background notes for me on government initiatives so that, in fact, I am up to speed on what is happening.

If there are any decisions that need to be made, any evaluations of what is happening and whether we want to refocus our efforts or attention, those are all things that are done by the secretariat. They are preparing the white paper for a multiculturalism act, a variety of different things, all of the things.

**Mr. Deputy Chairman:** What is the will of the committee? The hour now being twelve o'clock, is it the will of the committee to rise? Agreed?

**Some Honourable Members:** Agreed.

**Mr. Deputy Chairman:** Agreed. Committee rise. A demain.

### SUPPLY—EDUCATION AND TRAINING

**Madam Chairman (Louise Dacquay):** Order, please. The Committee of Supply dealing with the Estimates of the Department of Education and Training, please come to order. We are on page 39, 4. Program Development Support Services (c) Native Education. Will the minister's staff please enter the Chamber?

Item 4.(c) Native Education: 4.(c)(1) Salaries, \$585,200.

**Mr. Dave Chomlak (Kildonan):** Madam Chairperson, last year the supplementary Estimates indicated that the branch undertook a review of the English language support program for Native students. I think I asked the minister last year whether he would table it. I am wondering if he tabled that study, and/or if he cannot table the study, if he could give me a quick synopsis of what the review concluded.

**Hon. Leonard Derkach (Minister of Education and Training):** The reviews that the member refers to are reviews that are undertaken by school divisions and are internal to the school divisions and

not to the department and not for public distribution. So I would not have that type of specific information at my disposal. However, the Native Education branch has been instrumental in doing some facilitating with regard to these reviews, but the specific information on the reviews is not something that we have at our disposal at this time. I think I said that about three times in a different way.

**Madam Chairman:** Item 4.(c) Native Education: 4.(c)(1) Salaries, \$585,200—pass; 4.(c)(2) Other Expenditures, \$183,000—pass.

Item 4.(d) Manitoba School for the Deaf: 4.(d)(1) Salaries, \$2,613,300.

**Mr. Chomlak:** Madam Chairperson, my question is just relatively straightforward. I am wondering if the minister has access to any studies or analyses done recently of the activities of the Manitoba School for the Deaf?

**Mr. Derkach:** Madam Chairperson, I am not sure what the member is asking. We do not have any information in general terms of studies or surveys done, but perhaps if the member could place his question a little more specifically we could be of assistance.

**Mr. Chomlak:** My question is whether or not the department has undertaken any reviews or any analyses of the major programs offered by the Manitoba School for the Deaf, with the intention of either changing or improving or downsizing any of those programs.

**Mr. Derkach:** Madam Chairperson, there have been no specific reviews or analyses undertaken of the School for the Deaf. However, I would have to indicate that staff from the Child Care and Development branch and the staff from the School for the Deaf would be in constant collaboration and consultation on a variety of issues that relate to the needs of children in the school.

**Mrs. Sharon Carstairs (Leader of the Second Opposition):** Madam Chairperson, I have some questions to build on what I in fact raised in the last Estimates process with regard to the Manitoba School for the Deaf. Can the minister tell us what progress has been made with respect to curriculum development in terms of American Sign Language as becoming a learning language at the School for the Deaf?

**Mr. Derkach:** Yes, the ASL is an official language that is being used at the Manitoba School for the Deaf. Additionally, it is also used as an instructional

language. However, there is an insufficient amount of resource material available to be able to utilize it fully at the School for the Deaf. In terms of its status right now, it is an official language that is utilized at the school, and also a language of instruction, as one of the languages of instruction. It is not "the" language of instruction.

**Mrs. Carstairs:** Madam Chairperson, can the minister elaborate on that just a little bit? He said, I think, that resource materials were insufficient and, yet, I understand that colleges in the United States are now functioning on American Sign Language. Why would we have insufficient resource materials available here in the province of Manitoba?

**Mr. Derkach:** Madam Chairperson, as the member will know, we just recently passed the resolution making ASL the formal language, if you like, of communication in the province. In terms of the types of curriculum materials that are available within this province for the use of ASL in the School for the Deaf, we have limited resources in that regard.

Indeed, both department staff and the school are in the process of developing and acquiring greater numbers of resources, but at the present time there are not sufficient resources to be able to conduct the entire program on this basis. I guess it would be fair to say that because both languages are still used in the deaf community, we are also utilizing both languages in the school as well.

**Mrs. Carstairs:** Can the minister tell us how many staffpersons are presently on staff who are deaf, and if there are to be any changes for September? By now there should be some information as to whether those individuals have given an indication of whether they will be leaving, if there will be more deaf teachers at the school as of September.

\* (2010)

**Mr. Derkach:** I would have to get the specific numbers for the member. I do not have them in terms of the number of staff who are hearing impaired or deaf, and also what the instructional staff complement is going to be for the fall.

**Mrs. Carstairs:** I would appreciate receiving that when the minister has it available. It does not have to be today.

Can the minister tell me how many fewer resident students they are expecting, in that there has been a reduction of two staff years in the residential operations of the school?

**Mr. Derkach:** Madam Chairperson, there are about the same number of residents, about 13 or 14, this year as there were last year. There has not been a decrease or an increase in the enrollment there, and no big shift is anticipated in the next year.

**Mrs. Carstairs:** Madam Chairperson, in the notes to the Program Development Support Services, it indicates that there have been two staff years reduced in the residential operations. I assume that is for the Manitoba School for the Deaf. How can that residential component, if it has not changed, be serviced with a reduction of two staffpersons?

**Mr. Derkach:** Once again, Madam Chairperson, this area as well was not immune to some of the reductions throughout government. Let me say the kitchen staff employee was not required as a result of the fact that there was going to be a reduction in the meal service that was being provided by the Manitoba School for the Deaf.

The services that were being provided by the counsellor will now be undertaken by the remaining counsellors that are at the school.

**Mrs. Carstairs:** Can the minister tell us today how many of the support staff—nonteaching staff now—are also hearing impaired?

**Mr. Derkach:** Madam Chairperson, I have a list of the staff that are available at the school, but I do not have the list categorized in the numbers of instructional/noninstructional staff who are hearing impaired. I will get that information for the member.

**Madam Chairman:** Item 4.(d) Manitoba School for the Deaf: 4.(d)(1) Salaries, \$2,613,300—pass; 4.(d)(2) Other Expenditures, \$523,900—pass; 4.(d)(3) Less: Recoverable from Other Appropriations, \$216,000—pass.

Item 4.(e) Child Care and Development.

**Mr. Chomiak:** Madam Chairperson, at last Estimates process the minister provided us with a list of employees and various co-ordinators in this particular area. I am wondering at the onset if the minister might not provide us with that list.

**Mr. Derkach:** Just a point of clarification, Madam Chairperson. Is the member for Kildonan asking for a list of the staff names who are employed in various positions within the branch or is he asking simply for the number of positions that are currently filled within that branch?

**Mr. Chomlak:** Last year the minister provided us with a three-page list of staff names together with the job descriptions.

**Mr. Derkach:** Well, Madam Chairperson, it is not usual that we would table the list of names along with their positions within the branch, but because there are so many here to read out, instead of taking all that time, I will table it. Hopefully the member will make appropriate use of it.

**Mr. Chomlak:** I thank the minister for that, and I can assure him as usual that I will make most appropriate use of the document, be it this evening or tomorrow in Question Period.

I would like to ask the minister a question regarding definitions. Last year, I know the minister referred to differences in the definition of special needs between school divisions and that of the department. In fact, it is page 1116 to 1118 of the Hansard.

In my review of special needs, I have noticed there have been a lot of different terms used: special needs, special education, both in the statutes of regulation, the guidelines, et cetera. So I would like to ask the minister for the official departmental definition of special needs student and special education student if they are not the same.

**Mr. Derkach:** I think it would be oversimplistic if we tried to define a special needs student in one or two or three sentences. I think it would be doing a disservice to the students and, indeed, to the program as a whole.

\*(2020)

The tabling of the Special Education in Manitoba Guidelines in itself is a definition of what special needs students are. I guess the entire document can be used for the purposes of defining special needs students, but we have the students classified into various categories. We can identify students with special learning needs for the purpose of the categories.

The Level I category, of course, is the broadest. It would probably be the one that is most difficult to define in the purest sense, because here any student would probably fit this category who has a learning disability, regardless of how minute that disability might be. On the other hand, we could carry it through to a fairly extreme extent in that perhaps a student who has the slightest need of a resource teacher or some resource aide could be

classified as a Level I student in the eyes of some of the institutions.

Under the old criteria and one that we are still using for the independent schools, a Level I student would be one who spends a major portion of the school day in a regular classroom and that the individualized or one-to-one kind of relationship would only constitute a very small portion of the day.

The following disabling conditions might be considered for Low Incidence I support type students and that is the Level I: training mentally handicapped, severely physically handicapped, moderate multihandicapped, very severely learning disabled, very severely emotionally disturbed, severely hearing impaired, severely visually impaired, and other special conditions which might be considered by the professionals who deal with these students.

On the other hand, Level II would be students who are severely multihandicapped, severely psychotic, severely autistic, profoundly deaf or other special conditions which might tend to categorize that individual into the Level II, in other words, quite severe disabilities.

The Level III, of course, this is a more precise definition, but indeed it includes students who have some very profound kinds of disabilities in such areas as the multihandicapped, the severely psychotic, the severely autistic, the profoundly deaf, and the profoundly multihandicapped.

So the areas of special needs are defined in general and broad terms, but not in specific terms. I guess we have to be flexible enough in our definition of special needs students so that we do not box ourselves in to a framework which only allows funding to certain students and then does not allow it for other circumstances where the special case might be just as severe or just as profound.

For that reason, we lay out a guideline for special needs. Should there be a problem or should there be a conflict or should there be a disagreement in the assessment of the child and in the establishment of the criteria for that child, then there is an appeal process available, probably in most cases to the guardian or to the parent. So we try to be quite flexible, yet provide the services that most children need.

I think that one can take it to extremes and then count special needs students who perhaps are not necessarily special needs students but need a little

bit of tutoring or a little bit of coaching along their way, perhaps some help from a resource teacher. At times, when there has been a difference in the numbers of counts that a school division submits as opposed to what the department has identified, those result from the fact that sometimes it is difficult to clearly ascertain who the Level I student might be.

**Mr. Chomlak:** Madam Chairperson, I thank the minister for that response. It does not answer my question. The green book I have looked through fairly carefully. The minister will note yellow tabs. We will all be getting to those later.

I do not see an overall definition or a distinction with respect to special needs students and therein lies the rub, because we had a fairly lengthy discussion two sessions ago or last session as respected funding. We all concluded that the difficulty was in Level I funding, and therein lies some of the difficulty with regard to definitions.

The minister indicated last Estimates that part of the reason for the funding difficulty vis-a-vis Winnipeg School Division No. 1 and the department was a difference in definition of special needs. The minister just indicated in his comments that school divisions submit lists of names and/or lists, and the department has a different view or perhaps the school division has a different view as to what constitutes special needs.

I am asking the minister, can he give me the departmental definition of special needs student?

**Mr. Derkach:** Madam Chairperson, I think I have identified as clearly as I can the situation as it lies at the present time. I guess what the member is alluding to is the difficulty we had before when there was a specific grant tied to every child. That meant that the school division and the department would negotiate for the level of funding for a Level I student.

In many cases, I suppose, one would find that there was a discrepancy in terms of what a division might feel is a Level I student and what the department would view as a student who is in need of that \$3,300. This was done by, again, the former administration. It was not something that was arrived at by this administration. Nevertheless, I think it works regardless of who put it in, in that we would move to a more general approach in funding Level I and base it on the enrollment of the school. Built into that would be a formula where the school could get support for those students who might be in the Level I area.

In this way, the school division would have some flexibility in addressing the needs of the students in either partial time or however much time was required. You would not have those constant negotiations and the constant conflict in terms of trying to specifically identify the numbers of students in Level I. So for that reason we have moved to the Level I approach and we agree with it at this present time. Although it has to be monitored, it has to be done through consultation with school divisions if there are going to be changes, it appears that may be not perfect, it is certainly working far better than it is in many other jurisdictions.

When you refer to the green book, the special needs guidelines for Manitoba schools, I would have to say that you compare this to most other jurisdictions, and you would find that this stands head and shoulders above most other jurisdictions in terms of how far we have gone to provide guidelines for special needs students.

So we permit the placement of students at the Level I category as recommended by the schools, and, indeed, it is their definition. They have the responsibility of placing these students in those programs, and for that reason we expect the IEPs to be developed for those students so that that student can then be assured and the parent can be assured that there will be an appropriate education offered to that child.

**Mr. Chomlak:** Let me try it another way. Is the minister convinced that all or the majority of the special needs students who are in the public school system are adequately funded by the department with respect to the particular level that they are involved in?

**Mr. Derkach:** Madam Chairperson, we took over a system which had been in place for some time and where there had been no movement in terms of increasing the allowances for special need children for a fairly long period of time. One could have asked the question then, was that adequate funding? We chose to increase that level of funding last year to recognize the fact that special needs students did require some extra funding.

\* (2030)

When the member asks whether this is sufficient funding, if you were to try to respond to that, I guess, is there ever sufficient funding for any program given the severity and the needs that are out there? But I think within the capacity and capability of this



province, within the monies that are available to government, in view of the tax system that is in place in this province, I would have to say that we are funding not just special needs but education in general at the best level possible at this time.

**Mr. Chomlak:** The minister could very well be forced, in terms of looking at a new definition of the PSA, to provide some kind of definition as to what constitutes special needs student or special education student. I am wondering if the minister has any suggestions in that area.

**Mr. Derkach:** Madam Chairperson, what would a definition do? A definition would simply include students and would exclude others. If you try to administer the program according to a definition, and I do not care who sets the definition, whether it is the department here or whether we borrow it from someone else, if we strictly adhere to the definition, then there are going to be students who are going to be included, but there are going to be others who are excluded.

The areas we need to really address are first of all the funding levels that we have in special needs, and that is going to be done through the Ed Finance Review, in terms of whether or not the educational outcomes of the program are as we anticipate or as we expect them to be and the determination of whether or not programming for the students who are in the system is adequate and how we can best address that, given the capacity and the ability of this province to support those kinds of programs.

That is really where it comes down to, Madam Chairperson. It is not whether we have a pure definition because, if we define a student, I can assure the member that we will have as many unhappy people with the special needs program as there will be happy about it.

Once again, when the member asks about The Public Schools Act, this is a question that is addressed in the document in legislative reform. It specifically asks the questions: How should special learning needs be defined? Should a separate appeal mechanism to resolve disputes involving students with special learning needs be legislated? We should be allowed to appeal parents, students, advocates, et cetera. It goes on beyond that. Nevertheless, this question is one that is asked in addressing the consultation paper on legislative reform.

I am not in a position right now to be able to set forth a definition for special needs students, be it category I, II or III, and live with it, because then I am sure we will be missing some very needy students in this province.

**Mr. Chomlak:** Madam Chairperson, that is one of the reasons why I asked the minister that question. I will move on to another area.

Can the minister describe the process by which the department is monitoring the ADAPs?

**Mr. Derkach:** Madam Chairperson, every school division in the province today has to submit an ADAP, an Annual Division Action Plan, for special needs. That has never been done, and I guess we went through it for the first time last year.

At first, I have to say that school divisions were reluctant and they did not understand what the purpose of all of this was, but I will be honest with you. The purpose of it was to make sure that every school division had an action plan in terms of its special needs programming. Once that process began, we found that school divisions bought into the process and, indeed, became very comfortable with it, because all of a sudden they understood what their plan was for the division and they were comfortable in reporting it to the province and in living with it.

I would say that in an overall sense, the response for the quality of materials submitted to the department during this first year that they were in place exceeded the expectations of the department and of the branch. I would not say that it is perfect, but it has come a long way from where we were before.

I am sure that both critics here can go back to the days when we had parents complaining about the fact that they did not understand and they did not know what the school's plan was for the child. They did not know what kind of a program their particular child was in. It was for this reason that, first of all, we wanted an action plan for the division, but also we wanted individual plans as well, which would be submitted to the division offices. In that way, the school division knows what the school's plan is; we know what the division plan is. Then we can move towards either improving the system by making changes so that, indeed, we reflect the needs that are out in society and avoiding some of the difficulties that we have had over the past number of years.

Again, it is not a blame on anyone. It is just the way that the program has evolved to this point in time. We constantly try to improve. I think this is what the department has been trying to do by instituting, first of all, guidelines, getting responses to the guidelines, and within the guidelines, having the individual and division action plans so that the benefactors of that would be the children.

The department at the present time does review all of the divisional plans that are submitted. There is an interdepartmental committee that is set up to review the plans. If there is a need to address a lack of some action within a division, then that is addressed with that particular division. Indeed, each division is notified and is contacted in terms of how effective their action plans are as viewed by the department, and suggestions of where they perhaps have some deficiencies and where they can strengthen their action plans in the hope that in the end, we will have a far better system than we have today.

Yes, I acknowledge the fact that we would like to spend more money on special needs, but at the present time, it is just impossible given the fiscal position the province finds itself in. By reorganizing through the Ed Finance Review, I am hopeful that we can better address the needs of special needs students throughout the province.

**Mr. Chomlak:** Madam Chairperson, the ADAPs, as I understand, are divided into seven sections, which probably lends itself to some kind of overall comprehensive analysis, probably on a division-by-division basis. The minister probably has access to that document. I am wondering if he could table it for us to review, so that we can have some comprehension of the status of the various programs at the division level throughout the province.

\* (2040)

**Mr. Derkach:** Madam Chairperson, I am going to table for the information of the members, because I think it is such good information, the seven different categories that the member refers to, the various divisions who have provided this for the department, and how the department has broken this down in terms of very brief comment. So I will do that for the member.

Might I just for visual purposes, I guess, show both the critics the extensive work that goes into preparing an ADAP plan for the department. Here

is an example. This one is the River East School Division. This is the size of the document that lays out the division's plan for special needs.

Winnipeg No. 1 is actually a two-volume contribution in terms of the special needs action plan. Then we have the Interlake. As you can see, all of these are very extensive and elaborate documents which really spell out what the action plan for the divisions are. I think we are on the right road. As I said, we still have a long way to go. There are many areas that need to be addressed, but I do believe that we are far ahead of many other jurisdictions in at least being able to co-ordinate and develop some standard of reporting, if you like, as to what is going on with school divisions.

Now I can assure the members that if a parent, and we had many of them, comes to the department with a concern about special needs, we can certainly be much more prepared to answer the questions the parents might have and assure the parents that, indeed, the best interests of the child are in the minds and in the hearts of those who are delivering the services.

**Mr. Chomlak:** Madam Chairperson, I thank the minister for providing us with copies of the ADAPs. I agree with the minister that the preparation of this by the divisions is a very useful process both from the divisional standpoint and from the Department of Education and Training. I appreciate the fact that he will table copies of those with us.

I suppose my next question will be answered with reference to the document regarding consultation. I am wondering what the minister's intentions are respecting incorporating the guidelines in the green book into legislation into the revised PSA.

**Mr. Derkach:** Madam Chairperson, once again consistent with what the department is trying to do in terms of, first of all, setting a strategic plan in place, then following the strategic plan, which is broad and general in nature, with some action plans—it is referenced in the Answering the Challenge, Strategy 41, I think, where it talks about, the department will translate these guidelines into regulations that outline its expectations of appropriate program planning and delivery. It is also highlighted in the consultation of The Public Schools Act—so once again trying to gather from the people out there, from the clients, if you like, or the parents of the clients, the best kind of information, and from the professionals, that we can

in order to improve special needs education in this province.

Right at the present time I would have to say that the compliance rate for the special needs guidelines is somewhere in the neighbourhood of 95 percent, so a high level of acceptance, a high level of conformity here, indeed an attempt to get consultation from the public and from the professionals through the legislation and then the implementation of the guidelines, once we have had the feedback into specific regulation, if you like, but not necessarily into specific legislation.

**Mr. Chomlak:** Madam Chairperson, that is where I am a little bit confused with respect to the minister's comments. He says for translation into regulation but not specifically legislation. I do not understand the distinction between the two insofar as regulations are nothing more than delegated, as it were, legislation.

**Mr. Derkach:** Madam Chairperson, guidelines may or may not be followed, as the member knows. I think when we implement the guidelines, it is with the intent to allow school divisions, to allow those who work with these guidelines, to respond, to conform to them, perhaps to suggest how they may need to be changed. As I have indicated, there has been a large number of school divisions complying with the guidelines.

If we go to regulation, there is still flexibility to change, to effect change by having input from the divisions, and it is still a fairly informal process in terms of allowing the change. If we move into legislation, then all of a sudden everything becomes mandatory. Secondly, everything is confined, so the degree of flexibility is greatly reduced, and I would say that the process itself, the policy, if you like, becomes weakened because of the fact that, all of a sudden, we have a very rigid form of policy within the province.

There are, I think, times when we need that kind of policy or legislation. Indeed, in some areas there is a time when we must be flexible, we must be able to listen to the field, to those who make up some of the partnership and be ready and willing to change if that change is required. So I guess that is the best way that I can explain why we would keep the present guidelines either in guideline or regulation form and not box them into legislation. It can only be changed very infrequently and through the process of the Legislature.

**Mr. Chomlak:** Just so that I can understand it correctly, the minister intends to put some form of the guidelines into regulation but not legislation so as to provide flexibility on the part of the department and/or the minister to deal with any changes or revision to the guidelines/regulations.

**Mr. Derkach:** Madam Chairperson, in a general sense that is true, but I would have to say that we want to hear through the consultation process what school divisions, what parents, what the community has to say about the guidelines first. It would not be until we have had that thorough consultation that we would be prepared to either move or not move the guidelines into regulation.

Strategy 41 says we will move the guidelines into regulation but, indeed, I would prefer at this point in time to hear from those who have been using the guidelines how far they want to go in terms of moving them into regulation.

\* (2050)

We see the issue, the definition of special needs. Everybody wants a definition for special needs, and I understand why for some very narrow purposes you might want a specific definition on special needs, but in terms of the good of the student and providing the service for those who really need it, if we all have an understanding of what we are doing with special needs education, with the guidelines, I think we can go a long way to addressing the needs of the students who are out there.

**Mr. Chomlak:** Madam Chairperson, the minister in the last statement is saying, therefore, that notwithstanding Strategy 41, dependent upon the feedback that will occur during the consultation program, Strategy 41 may or may not be implemented as written.

**Mr. Derkach:** The expectation, Madam Chairperson, is that we will move these into regulation unless some unforeseen reason comes from the consultation with the field that would strongly suggest that we should not move it into regulation. My intent to put it into this document was to ensure that we would be moving in a direction that the public wants. A year ago, the public was very strong in terms of wanting these guidelines in regulation form, and barring any unforeseen objections I would say that is the route we would go.

As the member knows, we have seen what has happened with Strategy 17. There has been a change of mind in the field and, when that happens,

we must listen to the people who have something to say about it.

**Mr. Chomiak:** The minister has indicated that approximately 95 percent—I stand to be corrected—95 percent of school divisions have complied basically with the guidelines. How does the minister envision the 5 percent of school divisions or school boards that have not complied? How can they be made to comply with the guidelines?

**Mr. Derkach:** There are ADAPs from every school division that we have in the province but, when one compares the complaints to the guidelines that are set within this document against the ADAPs that are provided, it is seen that about 95 percent or thereabouts, perhaps a little higher, of the school divisions are complying to the material that is within the special needs guidelines.

**Mr. Chomiak:** So the minister is indicating that 95 percent of the school divisions are complying with the guidelines? My question is: What of the 5 percent that are not complying with the guidelines?

**Mr. Derkach:** This is where the leadership of the department comes into play, and certainly staff from the Child Care and Development branch are going to be working with those school divisions that perhaps have not complied to all or part of the guidelines that have been laid out to ensure that eventually they will also comply with the guidelines.

Now it is not as easy as saying that you must do this and this and this, it is a matter of working with school divisions so that they have a better understanding of what is expected and so that they eventually will comply with the guidelines.

I would have to indicate that before we had this kind of process, I would venture to say that there were far more than 5 percent of the school divisions not complying, and we did not have any idea of who was and who was not complying and to what extent. Now I think we have a better understanding, school divisions have a better understanding of what the expectations are, and we are all moving toward 100 percent.

I would say that after a year, if you have 95 percent compliance, that is a fairly good record by all standards.

**Mr. Chomiak:** In my quick review of the summary to the ADAPs, I assume that this is what the minister is assuming is a 95 percent compliance. I do not want to be overly critical, as I have not had an

opportunity to adequately review them, but there seems to be a fair amount of work that has been done, but a fair amount of work that is required to be done by the various school divisions.

I am just wondering, how does the minister categorize 95 percent compliant? On what basis does he make that calculation?

**Mr. Derkach:** That decision and that analysis is done through the process that I have handed out to the members, and if you look at the seven categories and look at the ones who have complied completely as opposed to those who are complying partially, the estimate is about 95 percent.

Now I guess we can be critical if we want to be and say, well, that is not good enough, but let me remind the member that this entire process has only been in the works for one year. Up until that time we were what one might term shooting in the dark in terms of trying to address the problems, because we had no idea who was complying to what. Now we have some guidelines. We know what areas are not being complied to through the ADAPs, and I think it gives us some indication of where we have to address the inequities or perhaps the deficiencies.

Let me assure the member that the staff and the department will indeed be working with school divisions to ensure that there is a higher level of compliance in the next year or so. To have 95 percent compliance, I think, is a very good record after just one year of having the process in place. Indeed, it says something for school divisions. I would have to say that, because you can tell through this that school divisions in fact have been delivering very good programs in the area of special needs, and they have indeed tried to do what is best for the students in those areas. Even at the school division levels, that process has been working well.

**Mr. Chomiak:** Madam Chairperson, just glancing through the document, which is 11 pages, the one area that just seems to jump out at me with respect that it requires more work, and it does not surprise me, is the need survey area.

I am wondering if the minister has any comment on the question of the adequacy of the need survey area, because it ties in with, again, our earlier discussion about identification of needs and funding requirements, et cetera.

**Mr. Derkach:** Madam Chairperson, when one talks about the needs survey, one must remember that

this is an area that all school divisions have not complied with. We have identified those students that perhaps are in the system that need special education services, but all the data in every school division have not been processed at this point in time. So that is something that school divisions will have to do in a formal sense, but again we must remember, we are only into this process for one year.

I think whether it is a pilot program or any process that we enter into, we have to give the process some time to evolve. We have to allow time for school divisions to adapt to the programs, and we have to then allow for some time to have school divisions comply and get their house in order, if you like. I think in the last year, we have tried to put our house in order in terms of establishing what the expectations of school divisions are. Now it is time for school divisions to do that within their own jurisdictions. Because this is sort of a new game, if you like, it is going to take a little while for school divisions to adapt to the process.

\* (2100)

**Mr. Chomlak:** We are only at May 13. I am wondering if the minister has any idea roughly of how we are doing in terms of responses for the 1991 ADAPs which are coming in from the school divisions, I assume, presently. Are we at 50 percent, 60 percent, 70 percent at this date?

**Mr. Derkach:** The deadline for those is the end of May. At the present time, staff inform me that we have a grand total of one ADAP in. Nevertheless, they will all be in by the end of May and, I am sure, in the first week of June or something of that nature. School divisions, by and large, are trying to comply with the dates that have been set by the department.

**Mrs. Carstairs:** We have a lot of paper. We have a lot of ADAPs or action plans. We have a lot of information being sent from school divisions to the Department of Education. We have a whole series of guidelines from the Department of Education going out to the school divisions. What we have not talked about is what is happening to the kids.

I think it is important that the minister realize that there are still some very serious problems out there, children who are not getting appropriate programming. I would like to read into the record part of one story, because I have the parents' permission to do this.

This is a young boy who has found himself in a number of school divisions but finally was placed in the Seine River School Division where, in fact, he lived.

In the middle of August of 1989, we still did not know where Tom would be attending school. Being concerned about sending Tom on a bus off to a new school, we wanted time to help him understand the changes in his life. Because the Special Ed co-ordinator was on holidays, we were told that we would have no answers until August 28. School started August 29. After much persistence on our part, we were called on August 23. We were informed that there was no placement for Tom. He would be attending the language development program at Parc La Salle School, St. Norbert.

We went to Parc La Salle School to meet Tom's new teacher. We made some inquiries as to the program. Out of the information we received was that they taught him at the level that was suitable for him to learn. We called Dr. Miles Kowell for advice. He told us this was not the proper program for Tom. If we could not get anything else, at least make sure that he had an individual education plan and speech therapy. In an individual education plan, the school psychologist meets with the parents and teachers to set up a program for long- and short-term goals for the child. We made these requests of the Seine River School Division.

It turns out that, of course, by June of 1990, he had still not received speech therapy. He finally got speech therapy beginning November of 1990. We still have no individual education plan and Tom has never been assessed by a psychologist from Seine River School Division. To our knowledge, the school division has never requested any medical or school records on Tom. It is now March of 1991. Tom is in a class of four students. He is happy there but in need of help. At work on Thursday, March 7, I heard that Seine River School Division was cancelling its special needs program at Parc La Salle School. We were not contacted or consulted by the school division on their plans for our son's future. I called the principal of the school and was told that what we had heard was true. At that time we requested information on Tom's present academic skills. Upon a call from the division for information we were told that Tom would be mainstreamed in Grade 2 with an aide, which is contrary to all of the psychologists' recommendations for this young man.

How does this situation jive with all the action plans and all the paper that we are moving around if this child is not getting help? How do we make sure that young Tom gets the kind of help in the school system that, quite frankly, all the guidelines say that Tom is entitled to receive?

**Mr. Derkach:** Madam Chairperson, I suppose that if one wanted to, one could always find an example of how the system is failing, no matter how perfect that system might be. Let me indicate, and I truly believe this, that special needs students in Manitoba have never been served better than they have in the 1990-91 school term. I say that as a compliment to the staff of the department, and as a compliment to the teachers who are out there working with students, and to the divisions who have done their share in terms of addressing the special needs of students.

I do not think I have to go back that far, when the Leader of the third party, when we were both sitting in opposition, at that time were approached by numerous parents who had difficulties with this kind of situation right through the province, parents who had collected volumes of data on students and could not even get access to the school or any information on how their child was doing or what level their child was functioning at. I can again bring the example of the child who has gone through 10 years of schooling and was reading at a Grade 2 level. I can go through the example where a parent actually moved a child out of this province because we could not find appropriate education. I can cite the example of the establishment of a private school in this province, because so many parents were so dissatisfied with the educational process of special needs students.

We have come a long way in two years. I do not think it would be very professional of me to try and address the needs of this particular individual at this time. Indeed, there are some and there will be in the future, cases where for one reason or another an insensitive caregiver or an insensitive teacher, someone who is not really doing his or her job adequately, fails to address the needs of an individual child. I would have to say that is not the rule in Manitoba today.

By and large, school divisions are addressing the needs of students. I have always said that if I learn of a case, as this one, where a student is not being served because someone chooses to withhold information, someone chooses not to deal with that

parent, then I will certainly address that specifically because I worked in a special needs area for two years and I understand the kinds of challenges that are there for the parents who have those children in their care.

Madam Chairperson, let me say that there will always be one or two cases a year, maybe more, where we can point to and say all the documents in the world are not helping us address the needs of children. Let me say that the guidelines are addressing what we deem are the needs of the children. Simply allowing or forcing, if you like, school divisions to submit action plans says they have done an action plan. Having teachers submit an individual education plan says the teacher has at least looked at and considered and done his or her work in that regard.

\* (2110)

We have psychologists. We have many professionals in the field whose job it is to look after the needs of these individuals. Yes, in this case it appears that for one reason or another the needs have not been met. There is a responsibility on parents as well, not simply to criticize and write letters but, indeed, to get to the source of the problem and address it at that point in time, to understand and to keep communicating with the school as to what the level of education should be.

Madam Chair, I do not have any specific answer for this case. I would not want to address it on the floor of this Legislature, but let me assure the member, if there is ever a case that comes to her attention and one that has not been addressed by a school division, then I want to hear about it and I want to know about it.

**Mrs. Carstairs:** Madam Chairperson, that is exactly what is beginning to happen. It is beginning to happen because parents do not know what is going to happen in terms of their special needs plans for the academic year 1991.

They are being told the children who had the resource teachers are not going to have those resource teachers for next year because the Minister of Education has changed the rules and has now made it possible for those children not to have access to a resource teacher. The school divisions are deciding to use aides in replacement of professionally trained resource teachers.

We are also seeing situations in which cutbacks are being made in special needs in almost every

school division. When they announced their plans for how they are going to meet their budgetary requirements one of the lines is, we can cut the special needs component. What is that meaning in the overall delivery of programs? What information does the minister have in terms of increased sizes of classes, the elimination of aides, the reduction of resource teachers? What overall dimension is that going to have on the special needs programs for '91-92?

**Mr. Derkach:** Madam Chairperson, as I indicated, special needs students in Manitoba have never been served better than they have in 1990-91. Indeed, we intend that kind of treatment to continue.

We have allowed for the flexibility for school divisions. Given that we have some accountability measures in place, like the ADAPs, to allow us to keep control, if you like, of what the action plan for the division is, that also gives us an ability to monitor and to see whether or not there are undue cutbacks in the area of special needs. Now one might say, well, what are undue cutbacks?

Madam Chair, I have said very clearly that we have had to set priorities, and we called on school divisions to set priorities as well. If school divisions are cutting back on special needs and are not addressing some of the other areas within their school divisions and are budgeting for surpluses, then indeed that is not acceptable. Certainly, we would reinstate accountability in the way that it was before.

This allows school divisions not necessarily to not hire appropriate staff, but indeed if there is an ability for them to use that funding more effectively and more efficiently, rather than tying that funding specifically to hiring of staff, and if that money can be shifted into programs and the better delivery of programs with the current staff, then we should allow school divisions to have the flexibility to do that, because there is an accountability measure that is in place through them submitting their action plans on an annual basis.

Madam Chairperson, I do not see this being a big problem in the province as a whole. Yes, we may run into a problem in the odd school division. In that case, that situation is going to be addressed, but the level of special needs education to children in this province has not decreased. I would have to say that in this last year, I have received far, far fewer

phone calls from disgruntled parents of special needs students than I ever have before.

As a matter of fact, when I was on a radio show about six months ago, the question of special needs came up on numerous calls. After the show, Madam Chairperson, I can honestly say that my office received a number of calls from parents who have special needs children, who congratulated the department for the steps that have been taken in the area of special needs. No, we have not addressed every need of every child in the province who has special needs, but we have gone a long way to addressing many of them.

**Mrs. Carstairs:** Madam Chairperson, the minister uses the phrase "better delivery of programs." The phrase that had been used to me by several trustees is that we are going to have to deliver the best program we can with limited funds, but they do not consider they are delivering better programming. They believe that because of the lack of contribution by the province to their division in terms of special needs budgets, that they have had to reduce the type of programming available to the students in special needs areas.

Winnipeg School Division No. 1 has seen a deterioration of over 3 percent in the funding of the province over two years. They are asking, how can they meet special needs at levels that they were offering before? They are looking for alternatives, but I think the minister stretches the point when he indicates that he thinks that they are going to provide better programming. I think if he talked fully with trustees, they would say they have severe questions as to whether there will be better programming offered by aides as opposed to resource teachers.

**Mr. Derkach:** Somehow the member feels that we have reduced the funding in the Level I area. We have not reduced the funding at all. As a matter of fact the formula is precisely the same as it was the year before. The only thing that was done, and it was done independent of reducing the level of support because the level of support was not reduced, was that we allowed for flexibility in the Level I area.

Two years ago there was flexibility allowed in moving from the \$3,300 per student to a more flexible approach in allowing school divisions to meet the needs of Level I students in a way they saw appropriate. Now we have moved a further step in allowing them to gain the funds within the school

divisions without necessarily, and narrowly, tying it to a professional teacher.

As a matter of fact, in many cases perhaps, that service can be provided by one teacher instead of 1.5 teachers, but that is something that the school division has to determine and has to ascertain. That is their responsibility, but on an annual basis they now provide an action plan to the department which is scrutinized by the department. Then there is contact made with the school division as to how effectively they are progressing with the implementation of their action plan, and whether there are any deficiencies that have to be addressed.

I have to indicate that I think it is important that school divisions be allowed that flexibility. I think it is important that we trust school divisions to deliver the best type of programming that they possibly can. If we begin to ask the question about the quality of education because we are allowing for flexibility, then I have to ask the question, why are we allowing any autonomy to school divisions at all if we do not trust the programming that they are going to be delivering to their clients?

So, Madam Chairperson, I think our school divisions have matured to the point where they should be trusted to deliver the best type of programming possible to the students. The funding in no way has been cut back at the Level I, Level II or Level III areas. As a matter of fact, the funding has been increased.

**Mrs. Carstairs:** The Minister of Education is well aware that for '90-91 the Province of Manitoba came up with 44.8 percent of the dollars needed for special education. In 1991-92 they are going to come up with 43.6. That is a decrease in the percentage of the amount paid to educate special needs children. It is very simple. The school divisions have a choice, the minister says. Well, the choice that many of them are making is to spend fewer dollars on special needs children. It is that simple.

They are using the so-called flexibility that the minister has given them to provide aides instead of appropriately trained resource teachers. They are producing programs which I do not believe are going to be, in the words of the minister, better delivery of programs. I think they are going to be a less adequate level of delivery of programming, and the minister has a responsibility in terms of funding special needs, if he is going to demand all of these

requirements by the school divisions of the province to at least meet the percentage costs of previous years. Why is the Department of Education consistently reducing its share of the funding of special needs children and then saying, we are enhancing special needs education and, by the way, we are also not increasing your taxes?

\* (2120)

**Mr. Derkach:** What needs to be understood is that we still allow for the exact same dollars this year as we did last year for Level II students. Any Level II students who qualify still have the same level of funding that they had last year—an increase over the year before, a substantial increase over the last number of years.

In the Level III category, the same applies. The funding is increased from two years ago, from \$13,300, I believe, or \$13,200 to \$15,800, or thereabouts. I could be corrected on the exact figures, but let me assure the member that nothing in that area has been cut.

In Level I, the formula is still in place, the same formula that was there before. Madam Chairperson, what is needed is that we look at the outcome of special needs education in the province and in the school division so that when school divisions say, well, they are spending X number of dollars and only receiving a smaller percentage, I would have to say that what we need to do is to take a look at special needs education and then analyze the outcomes and then establish a proper approach for funding. It is not something that has developed this year. That has been in place for a number of years.

I indicated clearly that in the Education Finance formula, the review that is going on in Ed Finance in the province, that area will be addressed, and, indeed, we are looking forward to that. I am not going to say that we are going to meet all of the needs of the special needs students, but Madam Chairperson, it is not a matter of simply throwing more and more and more money at the situation. Let us understand what the needs are. Let us establish the priorities, and let us spend smartly in these areas.

I indicate again, the revenues in this province are zero percent this year. I have heard nothing but a call for more money in each area of education. I have heard nothing but a call for more money in Family Services, in Health, and where do the



opposition parties think this money is going to come from? There is only one source for this money, and that is the taxpayers' pockets. Are both parties indicating that we should continue to increase levels of taxation in this province far beyond what it is today?

That is what is going to be required if we try to live up to the demands that are being made of us at this time by the opposition parties. It is both opposition parties, it is not just one, so I am encouraging my two critics to take the responsible route and to understand that we do not have a bottomless pit in terms of money.

We have had to set some very difficult priorities. They have not been easy at all, not at all, and there has not been any pleasure in determining the kinds of priorities that we have set, but, indeed, they have been necessary. We have asked school divisions to do the same, so it is going to be a little difficult for the next year or so. If we get through this period of time, as the Premier has said, we will emerge as a stronger province, as one that is going to be able to maintain the essential services and then begin to enhance them. Those are the only comments I can make with respect to the calls for more and more money in all of these areas.

**Mrs. Carstairs:** I would just like an admission from the minister that the programs are going to be of less quality, because if you cut \$81,000 from the Seine River School Division, the result is that Tommy does not have a program. It is as simple as that.

**Mr. Derkach:** More money, Brink's truck.

**Mrs. Carstairs:** Well, it is fascinating that the minister would talk that way, because Winnipeggers on Thursday and Friday got their tax bills, and if this minister does not think that Winnipeg property owners know that they are paying more taxes for education, then he is nuts, because every single one of them knows that they are paying more taxes for education because the province has reduced its contribution. The taxpayers know that it is based on an unfair taxation system. It has been offloaded onto the property taxpayer.

I want to know how the minister can say that Tommy is going to have the same quality of education, that he is going to have better programming in '91-92 when \$81,000 is going to be received by Seine River School Division and Tommy's program has been cut?

**Mr. Derkach:** Madam Chair, I will try to refrain myself from responding to those worthless comments, but I would have to say to the Leader of the third party in all sincerity that her answer to all of the problems is to back up the Brink's truck, and that is the same mentality she had when she was the Leader of the official opposition. Maybe that is why today she sits in the third party with the fewer seats in the House, because it demonstrates the gross fiscal irresponsibility of a member in this Legislature.

We set our priorities very carefully and very clearly. We indicated that school divisions in this province had to set their priorities as well. It was not a clear and simple matter of passing the tax increases onto the taxpayer, because they did not want to cut some of the less prioritized programs. We said, set your priorities clearly and make sure that you address those priorities with your community. If, indeed, your community feels that those are the essential programs that your division needs, and they are prepared to pay for it, then let it be, but we fund school divisions to a certain level. They have a responsibility to raise taxes for the portion that they have responsibility for.

In that light, Madam Chairperson, they have to make some decisions. Unless the Leader of the third party is saying that we should take over all of the education system and the total cost of all divisions and take away all of the autonomy, then we will be able to determine what their priorities are, and we will then be totally responsible for the taxes that are passed onto the taxpayer at each and every level.

The special levy that is passed on to the taxpayer is the responsibility of the local school division. It is not the responsibility of the province. School divisions have the right to make those decisions. Those decisions are voted on by the school divisions, and it is not our responsibility to set them, nor will it ever be. That is the way that it should be, Madam Chairperson. Those school board members are responsible to their taxpayers. When Winnipeggers and Manitobans get their tax notices and there is a large increase in the special levy, then it is the school board and the local municipal authority that they go to, not to the province.

\* (2130)

**Mrs. Carstairs:** Madam Chairperson, but what I do expect from the government of the day is fairness.

When they say that education is a priority, and they go and they announce it publicly that education is a priority, then I do not expect them to come up with 2.1 percent of the funding of that education bill, thereby passing on to the school divisions higher tax levies for every single Manitoban.

Can the minister tell the House how he believes special needs funding that is being provided by his government is going to lead to equality of programming from this year to next year?

**Mr. Derkach:** I do not anticipate my answer to be any different than it has been in the last two that I gave. First of all, we have not reduced the funding to special needs students on a per pupil basis. That funding has remained the same in the last year, was increased substantially from the year before. We have not decreased funding for Level I students either. We have given school divisions what we as a province can afford to give, and now the member says 2.1 percent is not nearly enough.

What is enough? Where is the level? When the Leader of the third party says that we have indicated that education is a priority, indeed it has, because if she takes a look at the levels of increases that each department has received, this department having over 3.4 percent, then she will understand that it is a priority. The departments that received the highest levels of increase were the Department of Health, the Department of Family Services and the Department of Education and Training. We take the largest portion of the revenues that are obtained by the provincial government.

Given the fiscal reality that is before us, I would have to say that we have done as well as we can in terms of supporting education in this province. As I indicated before, the responsibilities we have and the responsibilities that local school divisions have—I have called on school divisions to set their priorities. I have asked teachers across this province to demand less of the system in this time of restraint, in this time of recession. I have asked university professors to do the same. I have told universities that they cannot expect to have the same levels of support they have had in the past. Indeed, this is a reality. This is the pain that we all have to share at this time.

If we ignore this reality, Madam Chairperson, I will say quite unequivocally this province will be doomed to a dismal future, a dismal future for our children and our grandchildren. I simply cannot take

responsibility for that. We are now imposing on our children and our grandchildren a tax that has to be paid for, for services that they will never see. Indeed, these are services that have already happened and the money has been spent for.

Madam Chairperson, I think it is time for this province, for the government in this province, to be responsible. We are taking that responsible route, I believe, in every department, in every line of the Estimates that we go through, and I cannot do much better than that.

I would like to read into the record an answer to a question that was asked earlier by the Leader of the third party with regard to the Manitoba School for the Deaf and the category of staff who are hearing impaired.

In the administration category we do not have any. In the teaching staff we have two who are hearing impaired. We have two assistants who are hearing impaired. In the behavioural counsellors we have two staff who are hearing impaired. Service workers, we have four. Residential counsellors, we have one. In the institutional supervisors we have one. We have one custodian who is hearing impaired, for a total of 13.

Madam Chairperson, I hope that this answers the question. If not, I can certainly get more information on that matter.

**Mr. Chomiak:** Madam Chairperson, I want to spend a couple of minutes discussing the minister's statements, not because I believe I will be able to change his mind but because I want to put on record a few of the facts in terms of the scenario.

Firstly, we on this side of the House have pointed out to the minister on numerous, numerous occasions, too often to mention, the fact that certain decisions and choices, to use the word of the minister, made by his department and this minister have affected the funding levels to the public school system in this province, namely, the forgoing of millions of dollars in revenues as a result of the education and health tax, namely the increase of funding to the private school system in the province, which will amount, over the period of time, to over \$100 million, and namely the corporate tax breaks announced last week by the minister, which is all money taken out of the system. So do not let the minister try to move around the wording to somehow—his Brink's truck argument that we have heard three or four or five or six times around.

There have been suggestions on this side of the House with respect—now we certainly disagree on priorities, but at least the minister would have the decency to admit that we have offered these alternatives. He does not have to agree. He has made different choices and I accept the fact he has made different choices. I disagree with him but I recognize them. He should recognize the fact that we have offered some alternatives.

With respect to the special needs fundings, in the document that the minister provided to us, the reality of the situation is that 28 of the 53 school divisions in this province, school divisions and school districts, have received less special needs funding, as a percentage of expenditures this budget than last budget. The minister made the announcement in February with very little notice and very little opportunity on the part of those school divisions to adapt their budgets and adapt the process to take into account the effect of the cutting of the budgets by the minister.

The minister made his announcement January 22. Twenty-eight of 53 school divisions consequently received less special needs funding than last year by the minister's own document in front of me. He can check it if he would like. I just counted it up. They received less with very little opportunity to affect their budgets.

Consequently, they were forced to cut programs, to cut staff, to do whatever was possible in order to provide the maximum flexibility. They were forced, as the minister indicated in the House last week, on average to increase mill rates across the province 10.1 percent, also information provided to the House by the minister.

So consequently, what has changed is in fact the commitment on the part of this government to fund special needs. Consequently, it does not matter what the ADAPs said May 30, 1990, or what they will say May 30 this year, the minister made the decision without looking at the ADAPs, without tying in the programs to the funding. Is that not the case?

**Mr. Derkach:** Madam Chairperson, the member has never been so far off base as he has in this last question. As a matter of fact, the funding has remained the same. Students, school divisions receive funding on an as-need basis. It is a categorical grant. In other words, if there are 10 Level I students, the school division will receive

funding for 10. If there are 10 Level III students, they will receive funding for 10.

Madam Chairperson, the formula for Level I is the same as it was last year. If there is a certain population in the school, then the school division will be supported at the level of the population that is there. So for him to say that we have cut funding to the school divisions is an absolute untruth, if you like, or that statement does not at all parallel with truth.

Madam Chairperson, let me indicate that if the division has chosen not to claim for students, that is something that division would be responsible for. Perhaps, the reality is that some of those school divisions have fewer students. I do not know what the answer to that specific area is, why 28 would have less money. Indeed, I would assume that it is because they have fewer students.

Madam Chairperson, school divisions have a responsibility for funding some of the special needs programs. Indeed, they have to account for that by themselves. The ADAP report, the plan that is submitted to the department, has nothing to do with the funding levels whatsoever.

**Mr. Chomlak:** Madam Chairperson, the green book indicated on page 14 that the minister, and I quote: the Minister of Education and Training shall establish a special needs arbitration panel in each region of the province—to settle disputes arising in regard to the appropriate program placement of exceptional students.

Have these arbitration panels been established by the minister?

\* (2140)

**Mr. Derkach:** Madam Chairperson, I am very happy that the member has asked that question, because what it does show is that the program is working extremely well because we have not had a need for a single panel in all of the province. Therefore, I would indicate that the program is highly successful, highly regarded by Manitobans, and if you have not had an appeal out of the number of programs that we deliver, that would mean that the program is working very effectively.

**Mr. Chomlak:** Madam Chairperson, just off the record, should we take a break at this time? -(interjection)- Oh, I will not run out of questions, but maybe we should take a break at this point.

**Madam Chairman:** Is it the will of the committee to take a five-minute recess? Agreed? Agreed and so ordered. The committee will reconvene at 9:45 p.m.

\* \* \*

The committee took recess at 9:41 p.m.

#### After Recess

The committee resumed at 9:51 p.m.

**Madam Chairman:** Order, please. Will the Committee of Supply please come to order.

**Mr. Chomlak:** I am looking at the specific line items on page 67 of the supplementary Estimates book, and under the category of Supplies and Services there is an expenditure of \$180,200. I wonder if I can have some specifics as to what that expenditure entails.

**Mr. Derkach:** Madam Chairperson, that increase of \$4,000 is accountable to other Supplies and Services expenditures due to office supplies related to the additional staff that are referenced in No. 1, which is the increase of the two SYs.

**Mr. Chomlak:** Madam Chairperson, I can extrapolate from the minister's response then that the expenditure \$180,200 are supplies and services to the approximately 122 staff years.

**Mr. Derkach:** Yes, that is correct.

**Mr. Chomlak:** The Other under Other Operating, the \$243,700, I am wondering if the minister can outline for me what that entails.

**Mr. Derkach:** There is an increase of \$10,200 in other operating expenditures, which is due to such things as expenses for accommodations, meals, test materials, which are related to the two extra positions which are in the Dauphin-Ochre area.

**Mr. Chomlak:** Just by way of general information then, what are the Other Operating expenditures that this particular column Other relates to? Is it hotels, accommodation? Can the minister outline for me the highlights of what those expenditures are?

**Mr. Derkach:** As I indicated in a previous answer, Madam Chairperson, those expenditures relate to such things as the cost of lodging and hotels, accommodation. Can the minister outline for me the highlights of what those expenditures are?

**Mr. Derkach:** As I indicated in a previous answer, those expenditures relate to such things as the cost

of lodging and hotels, meals, things like computer-related charges, loss if it is incurred for any equipment, insurance and extraordinary costs, costs for publications, employee education assistance costs, relocation and transfer costs of employees, membership fees, uniforms, conference costs, convention and registration fees, and also other incidental allowances that can be expensed through the normal process.

**Mr. Chomlak:** Does the minister have statistical data outlining the caseloads for the various professional clinician services available per school division?

**Mr. Derkach:** Those are internal reports that the branch has within the log books that are submitted from the staff, but it is not information that I have at this present time for purposes of the Estimates debate.

**Mr. Chomlak:** Does the minister have any statistics on the number of child psychologists and physiotherapists that are employed?

**Mr. Derkach:** That is all in that list of staff positions that I gave to the member, those three sheets of staff positions. I can count them for the member, but they are all available there.

**Mr. Chomlak:** I think I can work out the total numbers. I just want to assure myself that these are the totals for psychologists. Are physiotherapists listed as well?

**Mr. Derkach:** These are the people who are employed by the branch, by the department but, as the member knows, we have agreements with school divisions, or there are grants given to school divisions for clinicians and for these services where schools divisions hire their own personnel. These are the total numbers that the branch has and the department has at this present time.

**Mr. Chomlak:** In an administrative sense, I am wondering if the minister can indicate how this branch relates to the Child Guidance Clinic in Winnipeg School Division No. 1.

**Mr. Derkach:** The Child Guidance centre is the responsibility of the Winnipeg School Division, and there are some supports and grants that are given to the Child Guidance Clinic by the department, but they are responsible and accountable to the Winnipeg School Division.

**Mr. Chomlak:** Madam Chairperson, can the minister indicate where these grants are located in terms of the specific appropriations?

**Mr. Derkach:** These are all categorical grants. They were listed in 3.(a) that we have already gone through.

**Mr. Chomlak:** Madam Chairperson, so the 26 percent of special needs funding to the Winnipeg School Division No. 1, the costs and the grants to Child Guidance Clinic are included in the 26 percent the Winnipeg School Division receives from the department?

**Mr. Derkach:** Madam Chairperson, once again that is Winnipeg School Division's figure, and that would be part of the grants structure that Winnipeg School Division receives from the department.

\* (2200)

**Mr. Chomlak:** The minister is familiar with the organization SEAAM, Special Education Administrators Association of Manitoba. They have asked the minister, in terms of support and recommendation, that the department re-evaluate Levels I, II and III, ESL and ELDNS grants to support the needs more realistically, and have recommended that the special needs be funded to a minimum of 80 percent of this cost. I am wondering if the minister has any comment on that particular recommendation.

**Mr. Derkach:** Madam Chairperson, the recommendations from SEAAM have gone into the review and the consideration of the group that is presently from my department, and the Ed Finance Advisory Committee that is at the present time establishing or developing the Ed Finance model for education. This recommendation will be given due consideration through that process.

**Madam Chairman:** The hour being 10 p.m. what is the will of the committee? Is it the will of the committee that the committee sit till midnight? Agreed? Agreed and so ordered.

**Mr. Chomlak:** Madam Chairperson, on page 9 of the green book the—

**An Honourable Member:** Are we still on the green book?

**Mr. Chomlak:** We are going to be on the green book for a bit.

Reference has been made for Grants in Special Education Consultation to assist in developing early identification and education programming. I

wonder if there has been any expansion or any emphasis on this particular program. Since it is identified, I would suspect by most if not all professionals in the field as one of the most significant areas that requires attention.

**Mr. Derkach:** Madam Chairperson, the funding is at the same level, but indeed the identification is becoming better with the better identification of needs and programs that need to be developed for children at an earlier age, but the funding has not changed in that area.

**Mr. Chomlak:** This is an open-ended question. The minister has indicated that parents are more informed or more plugged into decisions now than they were in the past, and there is reference in the green book as to parents' involvement in decision making and reference has been made in the document that is reviewing the PSA. I am wondering if the minister has any concerns about parental involvement since it has been brought to my attention on more occasions than one that parents do not feel they are involved in the decision-making process.

**Mr. Derkach:** Madam Chairperson, I would have to categorically deny what the member has just raised. Indeed, if he would look at the record of his administration when they were in office, he should hide his head in shame, as compared to the record of this administration and with the level of parental satisfaction in terms of the parental involvement in not only special needs area of education but in all of education. I have to indicate very clearly that from the very moment that I became Minister of Education and Training one of the things that I advocated was the need for more parent involvement and more parental input into the education process especially in the area of special needs. We have achieved a far greater level of parent participation, parent involvement and parent understanding of programming than has ever been the case in this province in the area of special needs.

The guidelines clearly spell out for parents that they have a responsibility to be involved and to be part of the entire educational process. There is a parents' guide, if you like, to special needs so that parents understand what their roles and their responsibilities and their obligations are in terms of the education of their children. I am more than happy at how far we have come in the area of meaningful parental involvement in the area of special needs education at this point in time.

**Mr. Chomlak:** Let the record show that my head is being held quite high.

**An Honourable Member:** You have no shame.

**Mr. Chomlak:** I am wondering how the minister, who very definitively leapt up and responded to my particular question, whether or not the ADAPs have provided him with the information with respect to parental response or on what basis he makes the particular claim that he is with respect to parental involvement.

**Mr. Derkach:** Madam Chairperson, I simply go by the number of phone calls that I have received from parents who are happy with the process that we have today. I go by the fact that we have not had a single appeal to the process since the process has been in place.

I cannot say that was the case in the first year that I was the Minister of Education and Training. My office was deluged with calls from parents, and I had meeting after meeting with groups of parents who were not happy with the process that was in place at that time. Indeed, we have come a long way. We have listened to what parents have had to say. We have consulted, and we have implemented some of the guidelines to ensure that parents have a say in the educational needs of their children and in the programming that is established for their children.

So, Madam Chairperson, I would say that the involvement of parents was not just something that came out from my single-handed views but, more importantly, from those views expressed by parents and also from the experience that the staff from the department has had in dealing with special needs children for many years.

I think we have arrived at a plan, at a guide that is meaningful to the schools and to the parents. As we go along we will be making the necessary changes to improve the guidelines and the program from where it is today.

**Mr. Chomlak:** Madam Chairperson, can the minister describe other programs currently in operation which are targeted to assist special needs children which involve joint funding and management between Education and Training, and Health, or Family Services?

**Mr. Derkach:** Madam Chairperson, I am sorry. I do not know if I understood the question correctly. Can I ask the member to repeat it, please?

**Mr. Chomlak:** Can the minister describe other programs in operation which are targeted to assist special needs children which involve joint funding and management between Education and Training, the Department of Health and the Department of Family Services, in other words, multifaceted, interdepartmental programs that deal with special needs?

**Mr. Derkach:** Madam Chairperson, at the present time I would have to say that the four departments, the Department of Family Services, the Department of Health, the Department of Justice and the Department of Education and Training are working together to identify where it is we can co-operate to a better extent at providing education and delivery of services to students with special needs.

In areas where there is co-operation between the other departments and the Department of Education and Training are the programs for the deaf, blind and also the programs for children with behavioural disorders. These are areas where we have involvement from other departments such as Health, Family Services and Justice.

Madam Chairperson, I guess I could also highlight the program at Brandon which has been in the news lately, where two departments are working to establish some reasonable programming for students within that institution. So there is some work, not nearly as much as I guess there should be in this day and age, but indeed our departments are working co-operatively to try and establish more meaningful approaches to those students and those children who have special needs across the province.

\* (2210)

**Mr. Chomlak:** Can the minister indicate at what level these activities are taking place? Is there a joint administrative associate deputy minister level? How is the contact maintained between the departments and what level?

**Mr. Derkach:** Madam Chairperson, to begin with, at the ministerial level, for sure, and obviously at the staff level in terms of the carrying out of the programs there is co-operation right down from the minister's level and through the departments.

**Mr. Chomlak:** I guess my question is, in the area of this kind one would hope and expect there would be some kind of institutionalized process of co-operation or collaboration between the various departments. I am wondering, is the minister saying

there is not this simple informal contact that brings together these departments and these programs?

**Mr. Derkach:** Well, Madam Chairperson, at various levels within the department there are various forms of co-operation and, indeed, working relationships between departments. I would have to say that at the ministerial level and at the deputy minister's level there are working groups that are established to deal with various areas whether it is in areas such as, for example, occupational therapy, physiotherapy services in some schools that are provided by Family Services and the educational programming delivered by Education. So there are a variety of levels.

There are also protocol agreements in place which are in effect between the departments, as an example, the transition program for students from the school to the workplace. At the ministerial level we also have what is called the Human Services Committee of cabinet which deals with matters which relate to services for special needs children from each of the departments that make up the family of Human Services Committee of cabinet, and that is Family Services, Health, Justice, Education and Training.

**Mr. Chomlak:** Madam Chairperson, the minister mentioned that transition program is one example of protocol in place. Are there other protocols in place?

**Mr. Derkach:** Madam Chair, there are also agreements in place where there is co-operation between the various departments, the ones that we have mentioned, when children are placed in special programs, to ensure there is not duplication of service, and to try and reduce the complexity of dealing with the situation for the child and for the parent.

Also, as an example, when one speaks about the whole area of child abuse, there is a formal process in place between Education and Family Services and Justice in which matters like that can be dealt with. There are those types of agreements, if you like, which are written, established procedures, policies which are in place which involve the various departments. In some cases, it may mean the Departments of Health, Education, and Family Services. In others, it might be Justice, Family Services and Education, or perhaps in other cases all of those departments.

**Mr. Chomlak:** Madam Chairperson, again I will offer my gratuitous advice to the minister. I have mentioned this before. It seems to me in terms of future programming and future direction, there is no doubt that a multidisciplinary and integrated approach between departments as it affects education will be something that is increasingly required and will have to be looked at, at a very senior level, and I do not believe it has actually been adequately addressed even in the Strategic Plan. I am wondering if the minister has any comments in that regard.

**Mr. Derkach:** When we talk about the Strategic Plan and we go to the section on students at risk, indeed it is mentioned there where it talks about increased interdepartmental co-ordination to understand and address the needs of students at risk. So there are many ways in which departments co-operate, especially at the level where the service is provided to the child.

If we look at other areas, for example, when we developed the AIDS curriculum, it was not developed simply by the Department of Education and Training. There was input by the Departments of Health, Family Services, and so forth. When we look at the drug and alcohol education programs, once again they are not developed in isolation. They are developed in co-operation and co-ordination with other departments. When we look at the whole area of sustainable development, once again other departments become involved in the writing and in the development of programs of that nature. There is a great deal of co-operation between ourselves and other departments.

We even go outside of the departments when we look at such things as the High School Review, the colleges act. We solicit advice and assistance from such areas as labour, for example, the colleges, the business community. Madam Chairperson, it depends on the issue, it depends on the programs that are being developed. We ensure that we try to involve other departments, other institutions and other agencies when appropriate.

**Mr. Chomlak:** Is the minister familiar with some interdisciplinary programs referred to as institutional programs?

**Mr. Derkach:** I really do not know what the specific question is, but, of course, I am aware of the programs. I do not think that is where the member

is wanting to end his questioning, so perhaps he could elaborate.

**Mr. Chomlak:** Madam Chairperson, it is really quite innocent. I am going to elaborate by asking the minister if he could describe for me the institutional programs.

**Mr. Derkach:** Madam Chairperson, I really do not know what the specific question is. Of course, I am aware of the programs, but I do not think that is really where the member is wanting to end his questioning, so perhaps he could elaborate.

**Mr. Chomlak:** Madam Chairperson, it is really quite innocent. I am going to elaborate by asking the minister if he could describe for me the institutional programs.

**Mr. Derkach:** Madam Chairperson, once again, we have passed that section because that was all in the 3.(a) section.

**Mr. Chomlak:** Madam Chairperson, is the Manitoba Learning Centre funded at all through this particular area of the appropriations?

**Mr. Derkach:** Madam Chairperson, I hate to go back to a section that we have already passed, but for the information of the member, I can read into the record the fact that there are 12 institutional programs and they vary by school division. We have programs in School Division No. 1, St. James, St. Boniface, St. Vital, Red River. There are institutions in Seven Oaks. Of course, we know of Marymount and St. Amant Centre as well. So these are the types of programs that we have in terms of institutional programs.

Now I could elaborate on each one of those programs, if the member would like, but I do not know what level of detail the member would like, so certainly I will let him ask the question and then I can provide it.

\* (2220)

**Mr. Chomlak:** Madam Chairperson, I thank the minister for providing me with that information. I just require a general description of the nature of each of the kinds of programs. If the minister wants to table the document, that is fine. If he wants to briefly just describe it, that would be fine, too. Just briefly would be sufficient.

**Mr. Derkach:** Madam Chairperson, if I could start with the Marymount School, this school provides a program for children with severe learning problems.

The funding is based on Level II students, and the Level II funding does apply in that case.

The Training Resources for Youth is—we provide support for educational programs at Children's Home—a training resources for youth for students who have learning problems due to dropping out of their regular school program.

In St. Boniface, we reimburse the school division for actual costs of the educational programs that are offered at St. Boniface Hospital for the medical and psychiatry wards.

St. Vital, we reimburse school divisions for curriculum materials and for total actual costs of operating the educational program at the St. Amant Centre for severely multihandicapped students. We also reimburse the division for the new autistic program at Hastings School.

At Red River Division No. 17 reimbursement is made to the school division for salary costs of teachers and teacher aides at the Naturas group home. The home is for children with social adjustment problems.

For the various institutional programs, of which there are 12, various school divisions and educational organizations in the city provide programs for students in institutional settings. We reimburse the Winnipeg School Division No. 1 for total actual costs for a number of special programs for children who are hospitalized and institutionalized due to very severe handicaps.

In St. James-Assiniboia we reimburse the school division here for the total actual costs of the educational program at the Lindenvue home. Again, in this case, appropriate staffing levels are negotiated with the school division for the educational programs for the severely handicapped students. The division has been administering this program for a number of years on behalf of the province.

So those are basically the institutionalized programs that are being supported at the present time.

We also have other areas which I could go into, such as the multisensory handicaps. Madam Chair, we also support Rossbrook House, the Schizophrenic-Autistic Special Needs programs, the Blind-Deaf program of Winnipeg No. 1. The Manitoba Association of Children with Learning Disabilities organization is supported through the department. There are a multitude of other



programs that we could go in to, and if the member wishes, I could go through them one by one.

**Mr. Chomiak:** Would the minister just highlight the eight to 10 major ones of that multitude of the remaining list?

**Mr. Derkach:** We talk about the Special Needs, Madam Chairperson. This is a grant to various school divisions and educational organizations which provide special programs and are special projects for children with special needs. The following is a breakdown of individual recipients based on the information available at this time.

The Multi-Sensory Program is designed to provide grants to school divisions. It allows school divisions to deliver a complete spectrum of services for multisensory handicapped children who have very severe hyperactive and/or learning disability, in order to keep them in the community rather than having them be institutionalized.

The Rossbrook House support is to assist in the provision of educational programs at the junior and senior high levels. This is to provide a more appropriate learning environment which addresses the needs of students, ensuring that these students remain in the school system.

The Schizophrenic Autistic Program provides special grants to cover actual costs of teachers' salaries, of educational programs in the Fort Garry and St. Vital School Divisions.

The MACLD organization receives a special grant in support of the operation of the Learning Disabilities of Manitoba association which is a self-help parent organization. This funding, of course, complements other funding sources such as the United Way and other voluntary contributions.

The Winnipeg Deaf Blind Program is based on actual costs of providing an intensive speech and language program for severely hearing-impaired children. These are the major programs, I think, that the member was looking for.

**Madam Chairman:** 4.(e)(1) Child Care and Development: Salaries, \$4,880,100—pass; 4.(e)(2) Other Expenditures, \$1,333,900—pass.

Item 4.(f) Instructional Resources: 4.(f)(1) Salaries.

**Mr. Chomiak:** I would like to ask the minister what the status is of the report of the advisory committee on school libraries, and if the minister can reveal for

us what the major recommendations of that report are.

\* (2230)

**Mr. Derkach:** Madam Chairperson, I met with the advisory committee on school libraries on February 7, and at that point in time—well, the advisory committee on school libraries, first of all, was established in September of 1990 to review the recommendations of the MSLAVA study and to recommend a course of action to Manitoba Education and Training. The report for school library development was submitted to me in December of 1990. In February, as I indicated, I met with the committee and, at that time, I received the recommendations of the report.

In my letter to them, I indicated three areas where immediate steps could be taken, one being the development of a short school library policy statement. The second is the development of a curriculum document, resource-based learning. The third area would be to invite the advisory committee on school libraries to make a presentation to the Ed Finance review on some of the issues that they saw as being important, so that their input could be made meaningful to the whole development of a new funding approach to school divisions.

In terms of the documents that have already been made available, as the member knows, we have made available a policy and procedures document for Manitoba schools on the selection of learning resources which all the schools have in their hands now. That was the first action plan, if you like, as a result of the review and of the consultation. Shortly we will be making an announcement on the school library policy statement, and I would expect that all schools would have that in September. As a matter of fact, I will be meeting with this group very shortly at their annual meeting, at which time I intend to be making some statements about what our action plan is over the next little while.

**Mr. Chomiak:** So if I understand it correctly, the minister has met with the advisory committee on February 7, has subsequently corresponded with them, and is in the process of implementing a policy. I guess my question is: Which policy will he be implementing if the group is presumably going to be making recommendations to the Finance committee? I am not certain where we are going on this.

**Mr. Derkach:** I think it is important to understand that there has never been a specific policy statement in the area of school libraries, and we have undertaken to act on some of the recommendations that have been made to the department. Indeed, we have encouraged this consultation process to ensure that, in fact, we put in place some policies that will create some meaning to what is being done within the school libraries of the province. For that reason, we embarked on the Selection of Learning Resources guidelines for Manitoba schools.

I would have to say that the member is probably quite aware of the fact that there has been some concern expressed by people, parents around the province about learning resources within the school system, and how they can be approved and how they can be appealed if parents, for example, object to some of the resources that are being used.

Madam Chairperson, I would say that the Selection of Resources guideline that has been put out to the school divisions allows for input from the community. It allows for input from parents, from those who have some vested interest, if you like, in the school system. For example, if a school has a particular learning material which parents may not view as being appropriate for their children, then there is a process by which parents or those who object to that learning material can appeal the use of that material in the school.

There is established criteria for selection of those materials, which the parents will know about. They can appeal the process and then if the formal reconsideration, if you like, is not upheld, there is another appeal that they can undertake. So there is a great deal of opportunity for input, both from the education community and also from parents who have an important stake in education. So once again, we are involving parents and the parent associations in terms of the policies on library resources and learning resource materials.

All of the financial issues will be going to the Ed Finance Review Committee for consideration when they develop the model, and there is not much more that we can do in that regard.

In terms of a short policy statement with regard to how we view libraries in the school system, I will be meeting once, as I said earlier, with the group. I think it is tomorrow evening, as a matter of fact, at

which time I will be discussing some of those policy issues as well.

**Mr. Chomlak:** Madam Chairperson, so I take it from the minister's response that he will be making some kind of announcements tomorrow with respect to what the government's recommendations and goals are with respect to the library services in general. Is that what I take from the minister's statement?

**Mr. Derkach:** Madam Chairperson, I think it would be somewhat premature for the member to think that we are going to be making some very major statement tomorrow at the meeting. As I indicated in my letter to them there are, however, two areas in which I will proceed immediately: clearly, a document which outlines the province's concept of resource-based learning which is needed now as a guideline for action. I will therefore request that the School Library Media Program Curriculum Committee prepare such a document for introduction in the 1991-92 school year; additionally, as was discussed at our meeting, I will ask the school library committee to draft a short statement of policy regarding school libraries.

So those are the two initiatives that are our priority at this time, but I am not indicating at this point in time that I am going to be making any kind of a major announcement at tomorrow's meeting. It is their annual meeting at which time I have been invited to attend, and I will be attending tomorrow evening.

**Mr. Chomlak:** Madam Chairperson, there has been a reduction of three staff years in the library and film bookmaking services. Can the minister outline for me what three staff years were reduced?  
\* (2240)

**Mr. Derkach:** Madam Chairperson, there were three reductions in this area. One reduction was the film and video booking clerk. The other was a reduction in library reference services and the third, a reduction in the multicultural centre. These duties will be undertaken by existing staff within the department. We will continue to operate the learning resources area or the libraries' operations with the existing staff. It will mean that some of our delivery of services will have to be changed, but we intend that the provision of services will still be at a very high level.

**Mr. Chomlak:** I am certain the minister was copied on a letter, as I was, with respect to the elimination of the librarian from work at the Multiculture

Educational Resource Centre. I am wondering what the rationale was, given that there is not a lot of resources to deal with antiracist, antisexist multicultural material?

**Mr. Derkach:** Madam Chairperson, as I indicated earlier, the Curriculum Services branch has a multicultural consultant in the staff complement. The Instructional Resources branch will still continue to acquire multicultural resource materials and will also provide reference services to educators throughout the province regarding multicultural materials. I must also indicate that we will continue to include multicultural aspects within our present curriculum and within new curriculum that is being developed throughout the department.

**Mr. Chomlak:** Madam Chairperson, does the minister have any statistical data with respect to the number of professional teacher-librarians who are employed in the province of Manitoba? Does the minister have that breakdown of that material?

**Mr. Derkach:** I do not have that information in hand, but we could probably obtain that information through our teacher certification records that we have available in the department.

**Mr. Chomlak:** I would appreciate it if the minister could undertake to provide me with those materials.

**Mr. Derkach:** Sure.

**Mrs. Carstairs:** I was surprised at the cutback of the Multiculture Educational Resource Centre librarian. The question has to be, how can we be moving towards a more multicultural education component in the province of Manitoba if we are, in fact, cutting one of the only resource people who was available at this particular point in time with expertise in the multicultural area? Why was this person chosen as the person who would be cut?

**Mr. Derkach:** Once again, the same answer applies as has applied to the other areas that were questioned by the critics. Whether it is Native Education or whether it is this particular service, no area of the department was immune to some of the decisions that had to be made. They were not easy decisions. Madam Chairperson, I am assured by staff within the department that the services can still be maintained through our existing staff, and, as I indicated, we have a multicultural co-ordinator or consultant in place in the Curriculum Services branch who can still provide some of those services that are required by the multicultural community.

As I indicated also, we have already incorporated material into the curriculum to reflect the multicultural mix in this province and to ensure that children across this province are apprised of our thrust in terms of multiculturalism in this province.

**Mrs. Carstairs:** That does not answer the question. We did not question that this particular department saw three staffpersons cut. My question was very specifically: Why was this staffperson cut? What factors were used to determine that this would be an element that was no longer needed by program development?

**Mr. Derkach:** Once again, priorities within the whole department had to be set. We had to ensure that the services could still be provided by the existing people within the department, and that is going to be maintained. The resource materials are still going to be made available. References are still going to be made available to schools. It was a reduction and not a withdrawal of services, but indeed it was one of those issues where we had to determine which were the most important programs to maintain.

We have determined that we can maintain the services of the multicultural community through our library even though we have had to reduce that particular staff complement. I can ensure the member that we will continue to include those materials for use by schools and as we develop curriculum, we will be building into our curriculum the whole area of multiculturalism.

**Mrs. Carstairs:** If the minister perhaps could explain to me what specialties he decided had to be maintained in this department in order for this specialty to be cut. For example, did he maintain a librarian with expert knowledge in scientific areas? Did he keep somebody on staff who had expert knowledge in historiography? Did he keep somebody on staff who had expert knowledge with respect to the arts and chose to cut this particular individual who presumably had expertise in multiculturalism?

**Mr. Derkach:** In making these decisions, we looked at the entire Program Development and Support Services branch, and in looking at the entire branch, we had to make some very difficult choices as to the areas of priority that needed to be protected and needed to be kept. As I indicated, this is a reduction of staff, it is not a withdrawal of services to the schools. I indicated also that within the

curriculum branch, we still have a multicultural consultant who can deal with the school divisions on many of the multicultural issues that school divisions are confronted with.

\* (2250)

When she asks about which areas were projected, we looked at each and every area within this particular branch, and we looked at where we could make sensible reductions, but where those reductions were not going to hurt the delivery of the program to any great extent. Indeed, you could argue that every staff reduction has an impact—and it is true—on the delivery of service, but once again, as with any other branch of this department, no one was immune to being looked at in terms of the importance of the program vis-a-vis the other areas.

When you ask, what was retained? Well, if you look into the areas of child care, when you look into the areas of Distance Ed, when you look into the areas of Native Ed, there were choices that had to be made throughout the entire branch and, yes, everybody had to contribute to the pain, if you like. We felt that there are a number of divisions now that have resources within their own school divisions. Also, with our multicultural consultant, we can provide many of those services. In terms of the library resource materials, we still have library people present who can deliver the materials and keep in contact with school divisions and make sure the service is provided.

**Madam Chairman:** 4.(f) Instructional Resources: 4.(f)(1) Salaries, \$1,001,200—pass; 4.(f)(2) Other Expenditures, \$529,800—pass.

Item 4.(g) Distance Education and Technology: 4.(g)(1) Salaries, \$1,925,400. Shall the item pass?

**Mr. Chomlak:** I have done my number crunching again for this particular branch, and why do I suspect that the minister will disagree with me? In terms of my number crunching, this branch of the department, despite comments to the contrary by the minister, despite, in fact, in his last question, some prioritization of this particular department, my statistics indicate that since this government has come to office, this branch, in terms of funding, is down 23.5 percent, and that is exclusive of inflation.

So I guess that is indicative of the commitment of the government, in fact, in this area, like it is in the area of Native Education where it is down, and like it is in the area of special needs, where it is down. That is actual fact.

I suppose I might as well, in any event—the documents indicate 92 active projects. I just wonder if the minister can give me a—is there a listing or is there a compilation of any sort, even highlights of the major ones of those 92 active programs that are in place?

**Mr. Derkach:** Once again, the member for Kildonan is wrong in terms of his analysis of where this branch is at. If you take a look at where the department was two years ago and where it is today, there is a net increase in terms of funding. So the member's information is incorrect.

Madam Chairperson, I would have to indicate, from the information that the branch is able to get from the communications they have with other jurisdictions, that Manitoba at the present time is seen to be somewhat of a leader in the area of Distance Education compared to many, many other provinces across this country. We may not have the largest and the most extensive programs, but indeed in the way that the branch is proceeding I would have to say that we are indeed perceived as a leader.

Over the last two years, the department has embarked on some very significant changes in the areas of the independent study courses and in the area of Distance Education. Madam Chairperson, I would have to say that when we came to office three years ago, I do not think there was a single satellite dish at a school in this province. To date, we have some 90 satellite dishes in place where schools can get programming via satellite.

We entered into an agreement with the CRTC and the federal government to establish a satellite up-link. We can now transmit programs from our studios here in Winnipeg, and in the future we hope to be able to expand that.

Madam Chairperson, I would have to say that our delivery of Distance Education courses in this province has increased significantly.

So when the member makes some very broad statements about the fact that this is a branch that we are decreasing our services, he has not really been paying attention to what has been happening in the area of Distance Education at all.

He asked if I would table the courses that are being delivered through the independent studies program and the teacher-mediated program. That I can do, but I would ask that he allow me to do that at our next sitting.

**Mr. Chomlak:** Madam Chairperson, I would appreciate that.

This year Distance Education and Technology is appropriated \$4,156,000; '90-91 it was \$4,361,000; and in 1989-90 it was \$5,435,000. By my figures, that equates to a decrease of approximately 23.5 percent.

**Mr. Derkach:** Madam Chairperson, the actual fact is that that was not a reduction. It was a matter of transferring the Manitoba Technical Training Centre out of this area and into the PACE area, so that is why it is seen here as a change in terms of the actual numbers.

**Mr. Chomlak:** I am wondering if the minister is familiar with the InfoTech company and the program and if he is aware of what the status of that is.

**Mr. Derkach:** Yes, Madam Chairperson.

**Mr. Chomlak:** Can the minister describe the status of the program?

\* (2300)

**Mr. Derkach:** Madam Chairperson, it has undergone some significant reorganization. As a matter of fact, a large part of it was under the I, T and T branch. It is now the technical training unit under this department and everything is go, if you like. I do not really know what the member is looking for, but the branch is alive and well and functioning very, very superbly, in my opinion.

I think there are some very exciting times in the entire area of technology training and in the area of Distance Education. As the member may know, this branch is established along with the Independent Studies Program in the InfoTech building, but the Independent Studies Program will be moving to Winkler in the fall. The technology branch is doing extremely well, and I think the future holds some very exciting things in this branch, to say the least.

**Mrs. Carstairs:** Madam Chairperson, the minister, certainly in the last Estimates last fall, indicated that this was an area of major thrust of his particular initiative, because he felt that it met the needs of young people, particularly living in remote areas. In light of that, how does he think that he is going to be able to continue the thrust with a sizable reduction in the budget of some \$250,000?

**Mr. Derkach:** Madam Chairperson, I will not use the term "creative accounting," but I would have to indicate that this branch has undergone some

reorganizational change, and in that we have been able to achieve some efficiencies by doing some reorganization. We have been able to consolidate some of our services so that we can better deliver the services to the field with, if you like, fewer staff, yes, but indeed in a more effective and efficient way.

As I indicated, we have found it necessary to keep pace with the changes in technology, and to do this we have had to reorganize. By reorganizing, it has meant that some of the duplication of services, perhaps, some of the cumbersome way of delivering the services have been eliminated, and we are able to actually provide better services even though we have been able to achieve some savings through the reorganization mode.

We are making better use of such things as the MINET system today than we were in the past, simply because of the fact that staff have spent some time in the field consulting with school divisions, showing them how they can better use the system to provide services within their own jurisdictions. It did not mean that we had to spend a large amount of additional money to provide better services. Indeed, it meant that we had to reorganize some of the ways that we were doing things, achieve some efficiencies, and today we are able to provide better services to the field.

**Mrs. Carstairs:** With all these efficiencies, can the minister explain why he required \$70,000 more for Communications?

**Mr. Derkach:** This is a shift in operating dollars, first of all to accommodate the communications for such things as telephones, fax machines and facsimiles, and that will come with the decentralization of the independent studies program staff to Winkler. It also does another thing, and that is to reflect more accurately the spending levels in delivering the branch's audio teleconferencing network to the various school divisions within the province. So in this area it appears as an increase, but indeed it is a shift of money into an area so that it can more appropriately reflect what is indeed happening. It is not additional monies. It is an internal shift of dollars.

**Mrs. Carstairs:** Madam Chairman, that \$70,000 excluded, one would have thought, Equipment Rental, which in itself saw a \$56,000 increase. Their Equipment Rental was \$186,000. It is now \$236,000. Communications went from \$280,000 to \$351,000.

**Mr. Derkach:** Once again, Madam Chairperson, this is a shift in operating dollars to reflect, again, more accurately the spending levels in the newly implemented interactive video/audio satellite network. I spoke about the installation of the 80-some or 90 satellite dishes throughout the schools in the province, and this simply reflects better the interactive delivery of programming through that network.

**Mrs. Carstairs:** Madam Chairperson, there is a great deal of money being spent here on Professional Fees, but again there is a substantial decrease for Professional Fees here. Can the minister tell us exactly what these Professional Fees were and if they are directly related to instructional time in terms of independent study?

**Mr. Derkach:** Madam Chairperson, once again this is an example of how with some reorganization we can actually transfer dollars or save dollars in a particular area. I am sure the member knows that for some time the department has been involved in a Trevlac system. It is a software system which has been given to school divisions to use.

In addition, we have provided some staff for school divisions. This is not something we do with other systems in the province. Indeed, that support will be eliminated, if you like, because we feel we should not be in the area of providing service that a company should be providing for the school division.

\* (2310)

We also will be decentralizing the GED testing to school divisions, which will mean a considerable savings to the province. As yet, that has not been completed, but staff within the branch are working on that with schools divisions. It is a charge-back system, Madam Chairperson, so that it does not mean that it will cost school divisions any extra money. It will just mean that school divisions will be able to handle that instead of the department.

There is also the discontinuance of the delivery of the Grades 1 to 6 program in the development of that, because we can now purchase that program from another jurisdiction at a more cost-effective and efficient way than we could before. In addition, there are some savings to be gained in such things as secondment salaries, contract salaries and course development salaries that were incurred previously that we will not have to incur now.

**Mrs. Carstairs:** To the minister, I hope when this department buys software they buy it on Canadian

or British spelling and not as Wang has done, which is to purchase all American spelling. Therefore, I have to correct my computer fairly often when it does not realize that certain words are spelled with u's.

Can the minister tell us how many people will in fact be moving to Winkler in this department? How many people will be moving to Winkler?

**Mr. Derkach:** Madam Chairperson, there will be 20 positions decentralized to Winkler from the ISP program.

**Mrs. Carstairs:** Can the minister tell me how many of those people are presently on staff? In other words, how many have agreed to leave their positions here in Winnipeg in order to take up the position in the community of Winkler?

**Mr. Derkach:** Presently, Madam Chairperson, our best guess is about five staff may be willing to move at most, but of course that may change between now and the time that the actual move is made, which will be in the fall of the year.

**Madam Chairman:** Item 4.(g) Distance Education.

**Mrs. Carstairs:** Can the minister tell us if they have now obtained space? What kind of leasing arrangements have been made for the independent study branch since their lease runs out prior to their being able to attain space in the move to Winkler?

**Mr. Derkach:** Madam Chairperson, the branch is currently at the InfoTech Centre on Ness. It is only temporary accommodation in that location. The move will take place I believe sometime in late August. The space that they will be moving into in Winkler is currently or will be soon renovated. It is existing space that is in Winkler. That is being looked after through the Department of Government Services, but I have been assured that it will be ready and available for our staff to move in in late September so that they can be in place for the beginning of the school year to offer the services in the Independent Studies Program.

**Madam Chairman:** Item 4.(g) Distance Education and Technology: 4.(g)(1) Salaries, \$1,925,400—pass; 4.(g)(2) Other Expenditures, \$2,256,200—pass; 4.(g)(3) Less: Recoverable from Other Appropriations, \$25,000—pass.

Item 4.(h) Canada-Manitoba Winnipeg Core Area Renewed Agreement - Education Development: 4.(h)(1) Grants, \$60,000.

**Mr. Chomlak:** Madam Chairperson, I guess that one of the difficulties and problems with the wind

down of the Core Agreement is that we have gone from \$700,000 in '89-90, \$601,000 last year and \$75,000 this year to fund a number of programs that are specifically directed to a lot of the initiatives and a lot of the priorities in education, parental involvement, attendance at schools, visible minorities, aboriginal people.

One of the tragedies I guess of these kinds of agreements, while they are beneficial, is when they do wind down, generally or often, as I think is likely the case in this case, there is no replacement funding available to deal with these programs. I am wondering, with respect to the eight programs that are outlined on page 76 of the Supplementary Estimates which will only have \$75,000 presumably divided amongst them, whether any of these programs will continue next year?

**Mr. Derkach:** Madam Chairperson, perhaps to allow for a complete answer to this question, I could go through a summary of the projects and give their status presently, then that will sort of go through the entire scope.

First of all, there was a total of 40 projects that were funded, and 17 of these projects are now complete. The projects that will continue with other sources of funding are the Early School Years Project, the Abinochi project, the Youth Entry project, and the Isaac Newton arts and athletics program. Twenty-one projects had a beginning and an end. The number of projects that will have costs assumed once Core funds are gone, in addition to those that I had mentioned in terms of the Early School Years, the Abinochi, the Youth Entry, and Isaac Newton, are: the Pritchard Place alternative, Marion School Counselor Program, and the Pierre Radisson alternative.

There are a number of projects that will be complete but could continue or expand, and that will depend on the funds available. They are the following: the Early School Years project; the Reading/Writing Immersion project; Conflict Resolution; Youth Re-Entry program; and Cooperative Learning.

**Mr. Chomlak:** Madam Chairperson, basically the minister provided me with projects that would continue with other sources of funding, the projects that will be complete, and then projects that could be continued should alternative sources of funding be found. Can the minister indicate for me what the status is for alternative sources of funding?

\* (2320)

**Mr. Derkach:** Madam Chairperson, the most appropriate other sources of funding would have to come through school divisions directly or, again, through the school divisions, but through compensatory programs if they are worthy and credible of that kind of funding. Basically, the funding would come from school divisions, and that is the only other source that can be identified at this point in time.

**Mrs. Carstairs:** Madam Chairperson, looking at page 76 of the Activity Identification, can the minister explain just what some of these program areas were, specifically in terms of programs developed? For example, Curriculum Adaptation and Development, exactly what was produced in the way of curriculum adaptation and development over the years of the Core Area Initiative? What will happen with these programs now that they will no longer be funded?

**Mr. Derkach:** Madam Chairperson, these are curricula that were developed and are now being used by the various schools within the inner city. Some are being used quite extensively, I suppose, others at varying levels. Basically, it is curriculum that has been developed with specific focus on the inner city and that curriculum is now being used within the schools within that area for the students in those jurisdictions.

**Mrs. Carstairs:** I think the minister realizes that was not a very specific reply. If there have been some specific adaptations to inner city, what are they? Has there been some math curriculum? Has there been some science curriculum? Has there been some social studies curriculum that has been specifically adapted to teaching inner-city children because of the multiracial characteristics of those children, because they entered school without the same skill level as perhaps children not in the inner city came in? What exactly were some of those curricula developments that took place?

**Mr. Derkach:** Madam Chairperson, perhaps I can give some examples of the specifics that the member is looking for. For example, Profiles of Native People, which was developed for, again, the Native, the multicultural, the multiracial levels at the elementary level, if you like. It was designed to integrate Profiles of Native People into the Grades 5 and 6 social studies curriculum.

Another one was the Language Development through Drama, again for the same areas for the Native multicultural, multiracial and at the elementary level. It was designed to improve language art skills through creative language development activities.

There was the Environmental Curriculum Unit, which was developed for core area elementary and junior high students. The purpose was to develop curriculum and materials for use in inner-city schools as an environmental interpretive program, using the riverbanks as a focus of study. I believe that the member perhaps can recall the article in the newspaper that highlighted this particular area of study.

There was the History of Rhythm Video, which was for junior and senior high students and adults. It was to provide a video which explores the development of black music in its relation and contribution to popular music and to trace its routes from ancient Africa to the advent of slavery and post-slavery periods until the present. I am not sure whether this one has been completely developed at this time.

Madam Chairperson, if the member would like, I can continue on with others as well. Can I give you some more examples?

**An Honourable Member:** Sure.

**Mr. Derkach:** There is the Co-operative Learning Project, again a curriculum development program for core area schools, elementary and secondary, and it was to implement a very specific learning strategy, that is co-operative learning, in order to promote greater student success.

There was the Isaac Newton arts and athletics program. Again, this was an enrichment program for Native, multicultural, multiracial junior high school students, and it was to provide a wider range of options but create an enriched arts and athletics program.

Then there was the Inner-City Youth Futures Fund, an enrichment program for Native, multicultural, multiracial junior and senior high school students to establish a sustaining fund for 12 inner-city secondary schools in order to promote academic, cultural enrichment and athletic activities.

There was also the Enrichment Program at Pinkham, David Livingstone, Victoria-Albert and Strathcona. This is an enrichment program, once

again, for the same client group, Native, multicultural, multiracial at the elementary level. Again, it was to establish an enriched program that will enhance the communication skills of children, both oral and written, in order to have children gain greater leadership skills.

Young Aboriginal Artists—this was done as a pre-employment service for Native and senior high schools. It was to assist talented Native artists in the development of their artistic skills in transition from school to work, so these are some of the specifics that perhaps the member was asking for.

**Mrs. Carstairs:** Madam Chair, that was exactly what I was looking for.

Can the minister now tell us what has been done with these curriculums that have been developed in terms of their integration into the regular curriculum? For example, if it is valid for our aboriginal children to have profiles of Native people, it is equally important for our non-Native population to learn more about the aboriginal peoples of this province. So have those profiles of Native peoples now been integrated into the five and six social studies program throughout the province?

\* (2330)

**Mr. Derkach:** Madam Chairperson, maybe the specific material that is mentioned here is not incorporated directly into social studies programs for all the Grades 5 and 6 students, but all of these materials that have been developed have now been incorporated in terms of their availability to students throughout the province and are available through the Textbook Bureau.

I think, more importantly, it should be noted that when we write a new curriculum now, we have made a point of ensuring that we reflect accurately the contributions of Native people to this province and also that the materials that are developed, for example in the inner city, are used in terms of incorporating them into units within the curriculum. Although they will not appear in their pure form as they were developed for the inner city, that material is still used in the development of new curriculum.

**Mrs. Carstairs:** Madam Chairperson, one of the program areas that will be considered for funding to be included was a school attendance program. I presume that this was designed to encourage youngsters in the inner city to achieve a higher level of attendance. Can the minister tell us what the success of that program was, what some of the



thrusts of the program were and again whether that kind of information is being made available to areas in the province which do have high attendance problems? I am thinking particularly of schools on many of the reserve communities.

**Mr. Derkach:** Madam Chairperson, I guess these are programs which are almost of a pilot nature and they are an alternative to the regular school program, if you like, to encourage students to stay in the educational process.

The one that I can identify is the Pritchard Place alternative program which was designed for junior high school students. What it is, is an alternative program that is not on campus or not within a school setting but is off site, if you like, and is delivered at Pritchard Place. It is to provide the kind of programming which will motivate students to stay in school.

Indeed we have some Native people attached to the program to ensure there is that link and there is that ability for those students to communicate with people that they can communicate with ease. Apparently, it is working quite successfully.

Indeed, it is something like the Rossbrook House program which is off site and encourages students to stay in a program even though it is not delivered in a formal school setting.

**Mrs. Carstairs:** Madam Chairperson, many of the curriculum that appear to have been developed in this particular area are very much related to the Native population of the inner city. Many of this program initiative, it would seem to me, would not be readily identifiable to many teachers within the school unless they specifically went searching for it.

Can the minister commit at this point to have the staffperson now in charge of this as it is winding down, make many of the specific aboriginal developments made known to those who will be working with the establishment of the survival school? Because I think this is exactly the kind of curriculum initiative they are looking for within this survival model.

If we have these materials already developed, it would appear a logical step now for the minister to make all of those materials available to the new principal when he or she is hired, which I understand will take place within the next month or so.

**Mr. Derkach:** It should be pointed out, I guess, that this particular branch has been working in co-operation with the Native Ed branch in terms of

addressing some of the needs. This branch has also been working with Winnipeg No. 1 and providing information and curriculum material for the survival school. So there is a link in that way, and the information is being shared in the best way possible. That kind of work will continue, as well as the link with the Native Ed branch from the department.

**Madam Chairman:** 4.(h) Canada-Manitoba Winnipeg Core Area Renewed Agreement - Education Development: 4.(h)(1) Grants, \$60,000—pass; 4.(h)(2) Less: Recoverable from Urban Affairs, \$60,000—pass.

Item 4.(j) Inner-City Education Initiative.

**Mr. Chomlak:** I think that the minister will agree that the inner-city initiative is clearly a priority area within the department, an area that we should be focusing far more attention on, not less, in terms of our efforts because, as has been noted before, money spent at the front end in this area is an investment and probably more cost effective in the kind of funding and programming that has to be spent, has to be encountered later on down the line when we encounter problems.

Indeed, if reference is made to the very objectives of the program, it says, to provide leadership in the design of school and classroom programs focusing on the at-risk student.

The at-risk student caught earlier, of course, will be far easier to deal with in terms of the process and far more productive to society than at the end.

\* (2340)

On that basis, I am again sorry to indicate like Native Education, like Distance Education and like special needs, we have seen funding for the Inner-City Initiative go down repeatedly from \$329,000 in '89-90 to \$275,000 last year, down to \$246,000 in this year, which is almost a \$100,000 cut in this very important area, in this very important program in a two-year period.

I am wondering what the specific classroom strategies indicated in the program are, if the minister can list them.

**Mr. Derkach:** Madam Chairperson, I would like to answer the question by looking first of all at the Inner-City Initiative grants and the approaches that have been used to support the educational needs of inner-city children.

These are the approaches. First of all, the focus on early literacy activities; the increased professional supports for students with identified learning and/or social-emotional needs such as counselling supports, migrancy needs and special needs; strategies for the instruction of reading that focuses on language development and reading for meaning; the development of supportive programs for high-risk students, and these are students perhaps who have a tendency to migrate from one area to another; developing programs that emphasize the need to have parents participate to a greater extent in the education of their children—once again the involvement of parents being a very important aspect; and we encourage the home and school reading programs; the supporting and development of teaching strategies and learning strategies that have demonstrated success with inner-city children, such as thinking skills, concrete concept development, language development, co-operative learning strategies.

Specific learning styles of cultural groups are reflected in the development of specific teaching strategies, taking into special consideration such things as cross-cultural issues, appropriate materials that reflect the cultural diversity of the inner-city population being developed. Program development occurs for the broad spectrum of students within the inner-city communities, enrichment prevention and intervention programs.

Madam Chairperson, if I could just indicate one area that there is support for in terms of the compensatory education programs approved to the Winnipeg School Division, for example, the counselling programs. These programs are designed to provide elementary classroom teachers and students with counselling supports that promote the development of preventative services, collaborative classroom programming and co-ordination of services.

In the area of migrancy programs, these programs are designed to provide support for students and parents who move from one school to another and for teachers who receive these students. They attempt to make the new student's entry transfer between schools as successful as possible.

In the area of special needs, these programs provide identified students with academic supports within the context of the classroom. They also assist the classroom teacher in meeting the special needs of the students.

There are many other initiatives that we could probably read into the record in terms of specific programs that have been developed in the inner city.

**Mr. Chomlak:** Madam Chairperson, perhaps it is the hour and perhaps it is the terminology, but I really did not understand most of that that the minister related.

What I do understand and recognize is there were five staff years last year. There are four staff years this year. There are four: one manager, one professional/technical and two administrative support, presumably four consultive type individuals involved in delivering these services, where, in an area that is clearly recognized by all the minister's documentation and all the studies as a crucial area.

The minister has related to me a number of program strategies that do not sound to me like specific programs. I am wondering if he could be a little clearer—and I admit it might be me—as to what initiatives we are talking about.

**Mr. Derkach:** Madam Chair, in the staffing complement, first of all, we have a program director and there is a curriculum consultant. There is also an acting administrative officer and there is an administrative secretary present. That makes up the total staff complement in this particular branch.

In terms of their future program directions, Madam Chair, the functions of the branch are expanding to include a provincial mandate in the area of students at risk, paralleling the direction that is being recommended in the work currently underway in the Education Finance review, greater co-ordination of grant programs directed at supporting students at risk.

In terms of the implementation support and evaluation development of programs, we will be focusing in on areas of special needs, early school years, curriculum development and adaptation, early literacy programs, strategies in the teaching of reading, areas such as racism, prejudice and discrimination, migrancy, counselling, students at risk, dropouts, answering—and indeed all of these areas will be addressed by the branch to ensure that we try to keep as many students as possible in the school system in programs to allow them to complete their education process, rather than dropping out and becoming a student who is at risk, a student who is not going to complete his or her high school, one that will probably find his or her way

into the social programs or even in many cases into jail.

So, by identifying who these students are early, by developing programs for them to ensure they are meaningful, by addressing their special needs, making sure that they have the supports that are necessary in terms of extra supports, tutorials or whatever is needed so that they can function within the school setting, I think some of the programs that have been developed at the inner city have been extremely successful.

We need to ensure that we continue this work, but, once again, staff within that particular area I think have been challenged to the maximum. We could probably invest larger sums of money into this area, but it is a reality that we have to live within the fiscal means that we have at our disposal.

**Mr. Chomlak:** Madam Chairperson, so this branch will be linking up with the overall provincial mandate to deal with at risk students and will co-ordinate its activities with the overall provincial mandate. Presumably some programs developed at the provincial level will be applied to the specific individuals and part of the city in question.

**Mr. Derkach:** Madam Chair, I think it is easy to see that there are overlaps in terms of what this particular branch does and what some other branches of the department do. I think it would probably work better for us and for the students if we were to merge or if we were to link the areas of the department that deal with students at risk. It does not necessarily mean that they have to be in the inner city. They could be anywhere in the province, but programs that are developed must address those students that are at risk.

I guess the short answer to the comment by the member is, yes, we will be looking at paralleling the services of this branch with other areas within the department.

\* (2350)

**Mrs. Carstairs:** Madam Chairperson, one of the difficulties that face many inner-city children is they go to school extremely ill-prepared to meet the challenges of a kindergarten, Grade 1 curriculum. They frequently cannot recognize their numbers. They do not know their colours. Traditionally, they know orange because it represents a fruit which they may or may not have seen. They do not recognize other colours, and they have inadequate reading skills.

One of the programs that was, in fact, part of the Core Area Initiative which has fallen by the wayside was an extremely inexpensive program called Bookmates. Now I do not know if the minister is familiar with this program, but it is a simple program. It uses high school students, many of whom are in the International Baccalaureate program because they must fulfill a social project mandate.

They pick up an inner-city child on a Saturday morning. They spend two hours with that child. They take that child to the closest library, introduce the child to books, prepare books for that child to take home for that day to maintain for the week, and then pick them up the next Saturday. This continues throughout the year. It has been used for preschool children, but also quite successfully to Grades 1 to 3. This initiative has been lost for the sake of a co-ordinator, because there is no funding available any longer for a co-ordinator.

Can the minister indicate if there is any grant money, either in the inner-city initiative or in the literacy initiative, that could go to support and maintain a co-ordinator so that young men and women who have the talent, the time and the inclination to do this program can in fact be encouraged to do so?

**Mr. Derkach:** Madam Chairperson, the program through the years has diminished in terms of the number of matching one to one. The number has gone from about 200 down to about 40. So the organization is reviewing its particular mandate and the effectiveness of the programming and is looking more at family literacy, if you like, to refocus their attention and to use perhaps a different approach than has been used in the past and one that will be perhaps more effective than the current one has been.

Again, this approach is under investigation at the present time. Hopefully, in the next short while, we will see a different focus and a different direction in terms of continuing to ensure that youngsters are exposed to library materials and reading materials.

**Mrs. Carstairs:** Obviously, the minister's staffperson has some ideas as to why it failed. Did it fail because of inadequate numbers of high school students or because of inadequate numbers of inner-city students?

**Mr. Derkach:** Madam Chairperson, I would be hesitant to point the finger at anyone as being responsible for the poor match up, but I think it was

an organizational aspect that was not working as well as one would have thought. For that reason, there was a need to change the focus and the mandate.

Sometimes we experience those kinds of situations where, for one reason or another, a program just does not seem to work as effectively as it should, and I guess this is one of those areas. Rather than trying to put the blame on any particular area, I would say it was just a matter of the organization not working effectively. Now we are looking for a better mechanism and a better way to approach the whole area of exposing youngsters to library and reading materials.

**Mrs. Carstairs:** Madam Chairperson, I am very disappointed to hear that because, quite frankly, we had the experience in our own family, and it worked extremely well. This child and the teenager became very good friends over a period of nine to 10 months. If that has not worked successfully for others, I am not sure it is the program. I am not sure that is the failure, but maybe it is the people who were working with the program.

I would like to know from the minister, however—he mentioned the whole issue of migrancy, and we all know that is a very serious inner-city problem with a child being moved sometimes monthly from one school to another school. Are there any specific initiatives being promoted by either the department or the Winnipeg School Division No. 1 to try and maintain a child in a school for a given school year, even if that meant busing the child in ways that we do for children who are, for example, in French Immersion or Ukrainian?

**Mr. Derkach:** Madam Chairperson, there are a couple of specific initiatives that are currently being undertaken by the local school division. One that is

being done is the bussing of students to the school, and another one that seems to be working effectively is to assist the families with housing in that neighbourhood by listing houses that might be available within that neighbourhood to encourage them to stay in the area. This reduces the rate of migrancy within that area.

It is a difficult question to address. How much can one do to try and maintain families in an area, especially when the unemployment rates are high? Families are looking for affordable housing at their level, and, secondly, perhaps even looking for employment in various parts of the city. So it is not an easy one to address and one that school divisions are working on, and using even such things as migrancy teachers, I guess, in areas to assist in the whole area of the migrancy issue, but it is not an easy one and one that cannot be addressed as effectively as we would like.

**Madam Chairman:** 4.(j) Inner-City Education Initiative: 4.(j)(1) Salaries \$170,700—pass; 4.(j)(2) Other Expenditures \$75,600—pass.

Resolution 30: RESOLVED that there be granted to Her Majesty a sum not exceeding \$20,102,600 for Education and Training, Program Development Support Services, \$20,102,600 for the fiscal year ending the 31st day of March, 1992—pass.

The hour being 12 a.m., as previously agreed, committee rise.

Call in the Speaker.

## IN SESSION

**Madam Deputy Speaker:** The hour being 12 a.m., this House is adjourned and stands adjourned until 1:30 p.m. (Tuesday).

**Legislative Assembly of Manitoba**

Monday, May 13, 1991

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